

Loyola University Bulletin



GRADUATE STUDIES
1977-78 1978-79

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LOYOLA UNIVERSITY

in New Orleans is a Catholic
institution that revolves
around the Jesuit tradition of
contributing to the liberal
education of the whole person.



The university searches for those students
who are not satisfied with the ordinary,
but who thrive on

CHALLENGE.

Our purpose is to provide quality education
for a select group of students.

Loyola University is a Jesuit university founded by the Society of Jesus and chartered on April 15, 1912 with ownership vested in the Loyola community of Jesuit fathers. The university was authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

Today, *Loyola University* in New Orleans still operates under its founding purpose of offering a liberal arts education to all who seek knowledge and truth.

Loyola University is accredited by the Southern Association of Colleges and Schools, the major accrediting agency for higher education in this area.

All educational programs and activities are open to all qualified persons without regard to race, color, creed, national origin, or sex in the true spirit of Christian love and charity and the Jesuit commitment to social justice.

Loyola is a medium-size university with a total enrollment of nearly 4,500 students made up of approximately 3,300 undergraduates, 400 graduates and 800 law school students. Students attending the summer sessions number about 2,000.

The graduate faculty numbers 56 providing a ratio of one faculty member for every 7 students. There are 27 Jesuits or other religious who teach, five of whom are on the graduate faculty.

The geographical diversification of Loyola's students is good. Nearly a quarter of the students permanently reside outside Louisiana and represent 48 states, the District of Columbia, and 20 foreign countries. Students also represent a wide range of social and economic backgrounds.

The campus is located in a residential area of New Orleans known as the University Section because Loy-

ola, Tulane University, and St. Mary's Dominican College are located within a few blocks of each other.

Fronting on tree-lined St. Charles Avenue where streetcars are the mode of public transportation, Loyola faces Audubon park directly across the avenue. The 19-acre campus is a collection of beautiful Tutor-Gothic buildings and good modern architecture.



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GRADUATE PROGRAMS

DIRECTOR: John F. Christman, Ph.D.

OFFICE: 315 Marquette Hall

Loyola University offers graduate degrees in four areas of study. These four areas and the degrees offered are:

BIOLOGICAL SCIENCES

Master of Science in Biological Sciences

BUSINESS ADMINISTRATION

Master of Business Administration

EDUCATION

Master of Education in Guidance and Counseling

Master of Education in Reading

Master of Education in Administration

Master of Education in Elementary Education

Master of Education in Secondary Education

Master of Education in Educational Media

MUSIC

Master of Music

Master of Music Education

Master of Music in Music Therapy



GOALS OF LOYOLA

(Excerpts from *Goals of Loyola University*, revised July 1973.)

Loyola is committed to the ideal that the Christian gospel presents a world view which can be integrated into the thought of any age. The gospel is not wedded to any given philosophy, science, art, or politics. The world view rooted in the gospel is stable throughout the ages, although its form may vary with the times.

The person is central in a Catholic college. It is the task of a Catholic college to equip man to know himself, his world, his potential, and his Creator. To perform this function properly it must strive to be one academic community in quest of truth, a community composed of administrators, faculty, and students; both laymen and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It will, therefore, be made up of many whose modes of commitment to Christianity and university aims differ: of those religious men and women who have dedicated their lives to the Christian faith commitment, of those who live the Christian faith commitment without a special calling, of those who live non-Christian faith commitments, and even of some who live no faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic college—each in his own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present, or by provoking this quest in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of man, but for life itself as a foundation of creativity. Reverence for creation fosters universal concern and dedication. All who are concerned for and dedicated to the truth are welcome in the Loyola community. Only those who condemn the commitments of others who seek the truth will not find a home here.

The Catholic institution must foster among its students, its faculty, and the larger community a critical sense. To think critically, one must have a place to stand. Loyola stands on its Catholic commitment. Its commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as it learns and teaches methods of thinking which will revivify the heritage and branch new frontiers of knowledge.

Loyola aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of truth and Christian wisdom. Loyola graduates, by reason of their formative contact with this community, should be conscious of the achievements and failures of all of human history, particularly those of their own culture and time.

GRADUATE ADMISSION

DIRECTOR — GRADUATE ADMISSION: Mrs. Lydia K. McAulay
OFFICE: 270 Marquette Hall

Admission to graduate studies at Loyola University represents a selection based on the personal and academic records of the applicants. The appropriate committee of the Graduate Council and of the discipline involved examine the applicant's records for evidence of potential for graduate study.

Loyola's graduate program is devised to select students with strong potential for graduate study, intellectual achievement, and personal character, without reference to race, sex, or creed.

There are separate admissions standards for students who seek professional improvement but do not seek a degree, and these are listed under the category "Special Admissions."

MAKING APPLICATION

1. Applications should be requested from the Office of Admissions, Loyola University, New Orleans, Louisiana 70118. There is no priority based upon date of application, but there are deadlines for the receipt of all credentials, which includes an application, \$15.00 nonrefundable application fee, transcripts showing all previous college work, and recommendation letters. The Graduate Council should receive the completed application with all necessary credentials before August 16 for the fall term, before January 3 for the spring, and before May 17 for the summer.

2. The applicant must have one copy of each transcript of all previous academic work sent to the Office of Admissions. These transcripts are not returnable.

3. A non-refundable application fee of \$15.00 is charged for making application and must accompany an application for admission. Applicants desiring campus housing must send a \$50.00 housing deposit to the director of housing. This deposit is not refundable, but is credited to the student's account in the Office of Finance, and the amount is deducted from the expenses for the first semester in which the student matriculates.

ACADEMIC REQUIREMENTS

A candidate for admission must present as proof of his preparation for graduate study the following: transcripts attesting to a bachelor's degree, normally in the appropriate field for his graduate work, and at least two letters of recommendation by professionals in the field who can attest to the applicant's professional competence.

Admission to graduate studies allows the student to enroll in all graduate courses not restricted to degree candidates. A prospective student should examine the candidacy requirements for the appropriate degree very closely for requirements that must be met by each student.

SPECIAL ADMISSIONS

Applicants already possessing a master's degree may be admitted to the programs in education and music education for further coursework.

The Graduate Council approving, the Graduate Division may admit on a probationary basis students not meeting the academic standards for admission outlined above. The circumstances of the probation are stated in the admission notice.

All applicants, regardless of their status, must submit the information required in the section on "academic requirements."

EARLY ADMISSION

The programs of music education, music therapy, and education will admit, upon receipt of approved application for graduate studies, Loyola undergraduate students who meet all of the academic requirements for admission except a degree on a provisional basis provided they meet the following *additional* requirements: they must have a B average or better in their upper division major work; they must not lack more than six hours for their bachelor's degree. Such students may schedule a total of six hours of graduate work; their schedule in any one semester of credit and noncredit courses may not exceed twelve semester hours.

INTERNATIONAL STUDENTS

International students who desire to enter Loyola must comply with the basic admission requirements established. In addition these applicants must satisfy all provisions of the Immigration Act. Students are expected to be proficient in English.

The applicant whose primary language is not English must show a proficiency in English adequate for graduate level study by taking an appropriate standardized test or by a personal interview. For information on the Test of English as a Foreign Language (TOEFL), write directly to: Educational Testing Service, Princeton, New Jersey 08540.

TRANSIENT STUDENTS

The graduate program will accept transient students, both in the summer and in the regular year. Such students must secure advance permission from their graduate dean or director to register for courses at Loyola, together with formal proof of their graduate status. An application must be filed in the same manner as regular graduate students. Transient status is valid only for the semester in which it is granted, and if the student wishes additional enrollment he must reapply.

TRANSFER OF ACADEMIC CREDIT

Students who have earned academic credit at another accredited college or university may be allowed to transfer a maximum of six semester hours, with the approval of the departmental graduate studies committee and the Director of Graduate Studies. The program in education has certain restrictions concerning acceptance of courses completed at other institutions.

DEGREE CANDIDACY

Each program has published its specific requirements for admission to degree candidacy. In some cases, specific courses and/or nationalized test scores are required. Ordinarily the student should have been successfully admitted to degree candidacy after he has completed no more than 12 semester hours of graduate work. When the student is admitted to candidacy, the Graduate Studies committee will inform him of the course and examination requirements remaining for his degree.

When the prospective student intends to pursue graduate work for a degree, he should be certain that he can ultimately qualify for candidacy. The candidacy requirements for each particular degree are given in the appropriate section and should be carefully considered prior to application for admission to begin graduate work. Individual specific questions can be answered by letter through the Office of Admissions.



TUITION, FEES, AND FINANCIAL AID

All regular students are assessed tuition and fees on a semester basis.

These fees and the tuition pay for only about 60 percent of the actual cost of operating Loyola for one year. The other 40 percent is made up with funds raised by the Annual Support Program from alumni, friends, faculty and staff, WWL-AM-FM-TV employees, foundations, corporations, a small university endowment, and the contribution of the Loyola Jesuit community.

Applicants for admission to Loyola and students who need assistance in paying for their education are encouraged to apply for financial aid.

TUITION AND FEES

Because of the uncertainty of the economy and budgetary projections, Loyola University reserves the right to change tuition, fees, or other charges printed herein.

TUITION

All Graduate Students..... \$75.00 per semester hour

FEES

For Beginning Students

Application fee—graduate
(not refundable) 15.00

For All Students

University Center fee
Full-time (9 sem. hrs. or more) 17.50 per sem.
Part-time (8 sem. hrs. or less) 12.50 per sem.
Student Government Association fee..... 2.50 fall sem.

Contingent fees

Registration for degree only 25.00
Late registration 20.00
Late payment 20.00
Add/Drop a course 10.00 per course
Transcript 2.00¹
Student Health Insurance
(cost varies) 42.00 per year

For Graduating Seniors

Graduation fee..... 25.00

¹ If more than one transcript is requested at a given time, the cost for each additional transcript will be only \$1.00.

In absentia fee	5.00
Cap and gown rental (cost varies).....	9.00

Students are encouraged to make payments by check or money order made payable to Loyola University. Cash transactions are discouraged.

TEACHER DISCOUNTS

A remission of 20 percent of the tuition is allowed to full-time teachers from accredited elementary and secondary schools. To apply, a letter from the principal of the school written on official school stationary must be submitted to the Office of Scholarships and Financial Aid. This letter must give the applicant's name, social security number, teaching or specialty area, and state that the applicant is a full-time teacher for the academic year for which the tuition remission is being sought.

RESIDENT HALLS

Charges for room and board are due on a semester basis. Room rent is billed along with tuition and fees. The housing contracts are for both fall and spring semesters. Board is voluntary and therefore paid separately.

Room Rates (1977-78)

	<i>Double Room</i>	<i>Single Room</i>
Biever Hall (Men)	\$373 per sem.	\$473 per sem.
Buddig Hall (Women)	398 per sem.	548 per sem.
Room Guarantee deposit (not refundable but applicable to room rent) ²	\$50.00	
Men's Residence Council fee.....	3.00 per sem.	
Women's Residence Council fee	5.00 per sem.	

Rates apply to the academic semester only. The Christmas holiday period and between semesters are not included in the room charges. The university may utilize rooms in the residence halls to house conference groups during holiday periods.

Information on accommodations may be gotten from the Housing Office.

Meal Plans (Board)

Loyola's meal program is voluntary. Those who want the program may contract on a semester basis for one of four meal plans. For information on the meal program write Saga Food Service, Loyola University, 6363 St. Charles Ave., New Orleans, La. 70118 or phone 865-2127.

10 meals per week	\$311.00 per sem.
14 meals per week	\$332.00 per sem.
19 meals per week	\$350.00 per sem.
Cash Economy Cards	\$100.00, \$200.00, \$300.00 per sem.

Because the board program is voluntary, students are not billed for it as is the case for tuition, fees, and room charges. Checks or money orders

² This deposit is credited to the student's room charge. It is not refundable if the student cancels the housing request.

for one of the four meal plans must be made payable to Loyola University but given directly to Saga Food Service, who manages the program for Loyola. Payments may be mailed to Saga Food Service prior to registration or may be given to the food service company during the registration period. Cash Economy Cards may be purchased at registration or during the semester.

The above rates for meals are based upon costs for the 1976-77 academic year. Because of the uncertainty of the economy and budgetary projections, Loyola reserves the right to increase charges printed above.

BILLING AND PAYMENT POLICY

Students are mailed a bill for the tuition, fees, and room charges. New students and all others who have not preregistered are mailed a bill soon after registering. Returning students who have preregistered receive a bill prior to registration.

This statement indicates the date by which full payment must be received by the Finance Office. Students paying after this date will incur a late payment fee. Subsequent failure to pay in full will result in the assessment of additional penalty fees at the university's discretion. Students who have not satisfied all financial obligations have not officially completed registration and are subject to dismissal. Students whose checks are returned NSF also are subject to dismissal.

Loyola will withhold statements of honorable dismissal, grade reports, transcripts, the diploma, and all other reports or materials until all indebtedness to the university has been discharged or until satisfactory arrangements have been made with the Vice President for Business and Finance. No one will be allowed to enroll for subsequent semesters as long as prior financial indebtedness has not been satisfied.

MONTHLY PAYMENTS

Although Loyola has no monthly payment plan of its own, students may subscribe to one of two plans offered by outside companies.

The first plan is a deferred payment, revolving credit plan whereby the parent or student contracts with Tuition Plans, Inc. to finance all or a part of the annual expenses and repay the amount borrowed on a 12 month basis.

The second plan is a prepaid plan which enables the parent or student to budget payment of required charges before the school year begins. Payments begin five months prior to fall registration and continue for ten months. This plan is offered by Educational Funds, Inc.

Descriptive literature concerning these plans will be sent upon request to the Finance Office.

REFUND POLICY

TUITION — Students who withdraw from the university or from a course are entitled to a refund of a percentage of their tuition. Students who withdraw must return a completed withdrawal form to the Office of the Registrar. Mere cessation of attendance does not constitute withdrawal. The date of receipt of the withdrawal notice by the Registrar will

determine the amount of tuition refund. Refunds are a percentage of the tuition payable in the semester in which the student withdraws, not a percentage of the total amount billed. Only tuition is refundable. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Tuition refunds are made on the following basis:

1. If formal notice is received within one week after the beginning of the semester a refund of 80 percent of tuition is made.
2. If formal notice is received within three weeks after the beginning of the semester a refund of 60 percent of tuition is made.
3. If formal notice is received within five weeks after the beginning of the semester a refund of 40 percent of tuition is made.
4. No refunds are allowed after the fifth week of classes.

Students entering the armed services will be given a full tuition refund regardless of the elapsed time since the beginning of the semester. The enlistment papers must be presented to the Finance Office. •

ROOM — Students who withdraw from the university for any reason are not entitled to any refund on the cost of their room.

MEALS — Students may receive a refund on the meal plan, prorated to the date of withdrawal. These refunds must be approved by the university food service.

FINANCIAL AID

The Office of Scholarships and Financial Aid provides information for and administers all aid programs on campus. Only full-time students qualify for aid.

There are two kinds of financial aid for graduate students — loans and campus jobs.

LOANS mean just what the name implies. It is money that is *loaned* to a student and must be paid back. Repayment begins nine months after one leaves school. Approval of loans are based solely upon a student's need.

There are three kinds of loans.

The first is a campus-based federal loan. This loan program is administered on campus by the university. It can provide up to \$1,200 per year. Interest on this loan is three percent. In some cases full repayment of the loan may be reduced through teaching.

The second is a federally insured loan handled through a bank. Upon the recommendation of a financial aid officer, a student selects a bank of his choice in which to apply for the loan. Because repayment of the loan is guaranteed by the federal government, it is easily available. It can provide up to \$2,500 per year. Interest on this loan is seven percent.

The third is a state guaranteed loan. Such loans are available in most states, Louisiana included. The major restriction on state guaranteed loans is that the student must be a resident of the state which has a loan program. But a student may attend school in any state he desires. In Louisiana a student may borrow up to \$1500 per year. Interest is seven percent.

All loans accrue interest and must be repaid. In the case of all of the three kinds of loans explained above, the government pays the interest

accrued while the student is in school and for a period nine months immediately after he leaves school. Payments on the principal and interest begin in the tenth month after a student graduates or ceases to be enrolled in school at least half time (six semester hours). Except for hardship cases, the minimum payment is \$30 per month with a ten year repayment period.

JOBS are self explanatory. There are two kinds of programs.

The first is the federally funded work-study program. Students are selected for work based solely upon need and work either 7½ or 15 hours per week on campus doing office or library work, research, or assisting professors.

The second is university funded student assistantships. Need is not always a factor in selection of students for work in this program.

Applications for financial aid may be obtained from the Office of Scholarships and Financial Aid. Preference is given to those who apply before April 1.

You must apply for admission before you apply for financial aid. An official response on your financial aid application is dependent upon the action taken on the application for admission. For this reason it is important to apply early and follow through in getting your back-up admission materials in. Loyola can supply you with an admissions decision soon after you apply and get all admission materials in.

When accepted, action is taken on your financial aid application. You can expect a response on your application within two weeks after you are accepted.

The financial aid officer is knowledgeable by training and experience to give applicants the best and most assistance possible. This may include a combination of a loan and campus job. How much one receives depends upon what a person's need is. Need is the difference between what the student and the family can reasonably be expected to pay and the cost of education. Loyola bases the student/family contribution upon information on the financial aid application and the copy of the tax return supplied with the application.



ACADEMIC RESOURCES

UNIVERSITY LIBRARY

Unlike a public library, a university library is organized to accommodate college students and faculty. Therefore, its collection does not include popular fiction, biographies, or best sellers unless the status of these works in literature, history, or social science warrants it.

The Loyola library houses more than 270,000 scholarly and professional volumes and holds subscriptions to approximately 1,500 periodicals and journals.

As a member of the Southeast Louisiana Library Information Network Cooperative, the Loyola library is able to obtain within 48 hours materials not available on campus but located in other nearby libraries or in libraries statewide. Access to many millions of additional volumes is available through the Southeast Library Network of 100-plus academic libraries in the United States. A terminal on campus aids in locating volumes and verifying authors and titles.

Special collections include the rare holdings of Spanish and French archival documents on microfilm. These Spanish documents are the only copies in the world of the originals housed in the archives of Spain. The French collection is one of only three in the United States, including the one in the Library of Congress. Other special holdings include a 20,000 volume Library of American Civilization containing books, periodicals, and documents prior to 1914; a nearly 3,000 volume Library of English Literature with materials from the beginning to 1660; and the Jesuitica collection of books and periodicals by and about Jesuits.

Microform facilities use microfilm, microcard, microfiche, and ultra-microfiche, capable of placing 1,000 pages on a three by five inch card. Readers for the various forms of microtext is available to students for study and research.

Specialized libraries in science, music, and law are housed more conveniently in satellite facilities in the areas they serve. A library for government documents is also maintained.

The Media Center is an important department of the library making available for instructional purposes audio and visual learning materials and their playback equipment. Video tapes, films, filmstrips, slides, audio tapes, records, charts, and other forms are housed in this unit. Instructors are thus able to integrate aural and visual materials into their course format in order to stimulate interest and improve the value of the course.

COMPUTER CENTER

The Computer Center offers a full range of services through its medium scale Control Data 3300 computer system. The CDC 3300 is operated on a closed shop basis providing rapid turn around for student users.

ACADEMIC REGULATIONS

Students are responsible for compliance with the regulations of the university and should familiarize themselves with the provisions of this bulletin distributed by the Office of Admissions, the *Student Handbook* distributed by the Office of Student Affairs, posted official notices, and official instructions given to students.

At registration, it is understood by the student that he will be governed by the regulations of the university and will abide by decisions made by proper authorities of the university.

GRADES

All work is graded by letters, interpreted as follows:

- A** Excellent. (4 quality points per credit hour)
- B+** Midway between A and B. (3.5 quality points per credit hour)
- B** Good. (3 quality points per credit hour)
- C+** Midway between B and C. (2.5 quality points per credit hour)
- C** Average. (2 quality points per credit hour)
- D+** Midway between C and D. (1.5 quality points per credit hour)
- D** Below Average. (1 quality point per credit hour)
- F** Failure. (no quality points per credit hour)
- I** Incomplete. This grade is to be assigned only when the instructor has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. These reasons are customarily medical. The I grade is not an automatic extension. An I grade should be made up within six weeks after the end of the term in which it was incurred.
- W** Withdrawal. Any student withdrawing from a course will be automatically assigned a W grade. The instructors concerned will then assign a letter grade of P if the student is passing or F if he is failing.

The use of certain other administrative notations on student grade reports are explained in those reports. Averages are computed only on the basis of letter grades A through F, including WF.

GRADE REPORTS

A report of the grades made by a student in his scheduled subjects is sent to the student at the end of each semester. Copies of these reports are also sent to the student's dean and faculty adviser. If the student requests it, the Registrar's Office will also send a copy of the grades to the student's parents, guardian, or sponsor. Mid-semester grades are not reported for graduate students.



SCHEDULE CHANGES

A student desiring to drop a course or to add a course after his semester's schedule has been filed in the Registrar's Office should consult with his adviser, the chairman of the department, or dean in which he is registered. It is from this person he should obtain written permission to revise his schedule. This written permission should be presented by the student to the director of graduate studies for approval. Permission to add a course or change from one section to another will not be granted after the date indicated in the academic calendar as the last day for schedule adjustments.

Students remaining in the university who officially drop one or more courses prior to the date designated in the academic calendar as the last day to drop a course will *not* have grades recorded in those courses.

Those students who withdraw officially from the university prior to the last day for dropping courses will not have grades recorded in those courses for which they were registered at time of withdrawal.

All students who withdraw officially from the university after the last day for dropping courses will be assigned a grade for each course for which they were registered at the time of withdrawal. If the grade is passing at the time of withdrawal, a grade of WP will be assigned. If the grade is failing, a grade of WF will be assigned which shall indicate failure in the course.

ACADEMIC STANDING

To remain in good standing, a student must maintain a 3.0 average in all graduate work attempted at Loyola.

The directors of the graduate programs may withdraw the candidacy of any student not maintaining a 3.0 average.

The student should be aware that he may be denied further registration if his performance indicates that a satisfactory average cannot be achieved within six additional hours of work.

WITHDRAWAL

A student who withdraws from the university during a semester before taking the final examination of the semester forfeits all credit for work done in that semester.

To withdraw officially from the university a student must:

- 1) Obtain withdrawal forms from the Registrar's Office.
- 2) Obtain signatures of designated officials on withdrawal forms. (These forms will not be signed until the student has cleared all obligations to the university.)
- 3) Resident students must officially withdraw by obtaining clearance through the housing office.

Withdrawal is not complete or official until all signatures have been obtained and forms are returned to the Registrar's Office.

Those students who withdraw officially from the university prior to mid-semester grades, will not have grades recorded in those courses for which they were registered at the time of withdrawal.

All students who withdraw officially from the university after the mid-semester grades will be assigned a grade for each course for which they were registered at the time of withdrawal. If the grade is passing at the time of withdrawal a grade of WP will be assigned. If the grade is failing, a grade of WF will be assigned which shall indicate a failure in the course.

Students are reminded that they must complete official withdrawal from the university before the termination of the semester in which they have registered.

ACADEMIC PROBATION

A regularly admitted graduate student must maintain a 3.0 quality point average for all courses taken. If a student's average falls below 3.0, he is placed on probation. He has nine hours or two semesters (whichever comes first) to remove the deficiency. If the deficiency is not removed in the allotted time, the student is excluded.

A candidate for degree must maintain a 3.0 average. If the candidate's average falls below 3.0, he is placed on probation. His probationary status and requirements are set by the department or college concerned.

A student that has been admitted on a probationary status must maintain a 3.0 average for the first 12 semester hours earned. If he should fall below a 3.0 average, he is excluded.

DISMISSAL

Although dismissal is usually a function of the student's inability to remove himself from academic probation, all decisions regarding dismissal are made on an individual basis, and the university, through duly constituted judicial bodies, or through the deans, has the authority to dismiss a student whose conduct, attitude, or performance is in serious opposition to the aim of the university or to the spiritual, moral, or intellectual welfare of the university community.

READMISSION REQUIREMENTS

Whenever a student fails to enroll for one full year he is automatically dropped from the active student file. In order to register for a later semester, it is necessary to apply for readmission. This is accomplished by completing a form obtained from the Office of Admissions. The latest date for admission in each semester also applies to readmission. There is no fee for readmission.

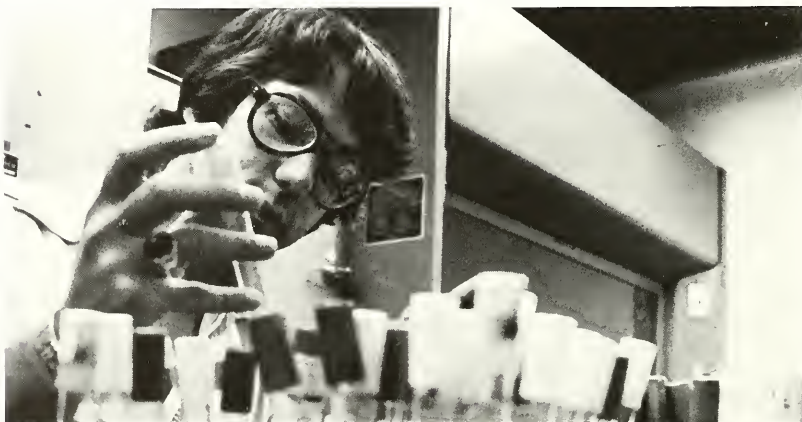
GENERAL ELIGIBILITY FOR DEGREES

To complete work for a master's degree, a student must have completed a minimum of 30 hours of graduate work with a 3.0 average. In biological sciences, the student must have completed 24 hours with a 3.0 average and a publishable thesis.

Students must have demonstrated to their departments or colleges that they have an understanding of research and research methodology, and a thorough understanding of the subject matter, bibliography, and theory of their major field. At Loyola this demonstration takes the form of either comprehensive examinations, a thesis, or both, at the option of the department or college.

Additionally, the student must have filed for graduation at the appropriate times noted in the academic calendar and he must have satisfied all financial obligations to the university.

The student should consult the program headings of this bulletin for additional requirements set by the individual departments or college.



BIOLOGICAL SCIENCES

CHAIRMAN: John H. Mullahy, S.J., Ph.D.

OFFICE: 342 Monroe Hall

PROFESSORS: E. Letitia Beard, Kamel T. Khalaf, Walter G. Moore, John H. Mullahy, S.J.

ASSOCIATE PROFESSORS: Roland Lesseps, S.J., Jagdish M. Upadhyay

ASSISTANT PROFESSOR: J. Kenneth Shull

The graduate program in the biological sciences is designed to provide a broad training for those who aspire to be teachers and for those who wish to improve their biological background by gaining a knowledge of additional subject matter. The studies in this program provide an excellent preparation for advanced research and doctorate work. The program provides facilities for advanced courses in each of the three branches of the department of biological sciences. The program leads to the Master of Science degree in Biological Sciences.

ADMISSION TO CANDIDACY

Any student who has a bachelor's degree from a recognized college and has undergraduate training in general biology, general bacteriology, and organic chemistry may qualify for the Master of Science degree in Biological Sciences. Applicants are obliged to take both the general section and advanced section of the Graduate Record Examination and to submit the results to the Graduate Admissions Office before they can be accepted.

Candidates must demonstrate, by written examination if necessary, that they have a reading knowledge of at least one modern foreign language. In all cases the executive committee of the department of biological sciences will determine this necessity.

COURSE REQUIREMENTS

All students are obliged to complete at least one graduate course in each of the three main branches of the department; viz, botany, zoology, and microbiology. Other courses for a total of 24 hours are at the students' discretion, but it should be noted that all advanced courses in microbiology require at least one course in biochemistry as a prerequisite.

All graduate students are required to participate actively in the graduate seminar each semester that they are enrolled in graduate studies. This applies to both enrollment for course work and for thesis research.

The Master of Science degree in Biological Sciences requires 24 hours of course work and a thesis.

Along with the course requirements noted above, the candidate must present an acceptable thesis based at least partially on original research. This thesis must be completed and accepted by the executive committee of the department one month before the date of graduation.

All graduate students are expected to gain some supervised teaching experience as part of their preparation for the Master of Science degree.

COURSES FOR QUALIFIED SENIORS AND GRADUATE STUDENTS

- BioSc 503 Cytology 4 sem. hrs.**
A study of the morphological, physiological, and biochemical properties of component parts of animal and plant cells. Prerequisite: General Biology.
- BioSc 504 Phycology 4 sem. hrs.**
A survey of the algae including both marine and freshwater forms. Prerequisite: General Botany.
- BioSc 507 Limnology 4 sem. hrs.**
A study of the physical, chemical, and biological factors determining biological productivity in inland waters. Field study of local lakes and streams gives the student experience in the use of methods and instruments for environmental analysis. Two lectures and six hours of laboratory or field work per week. Prerequisite: General Biology.
- BioSc 508 Entomology 4 sem. hrs.**
The taxonomy, life histories and general ecological relationships of the insects in general and especially of South Louisiana. Two hours lecture and four hours of laboratory or field work per week. Prerequisite: General Biology.
- BioSc 509 Bio-Ecology 4 sem. hrs.**
The relationships of animals to each other, to plants, and to the physical and chemical factors of the environment. Two lectures and six hours of laboratory or field work per week. Prerequisite: General Biology.
- BioSc 510 Field Zoology 4 sem. hrs.**
The taxonomy, life histories and general ecological relationships of the common animals (exclusive of the terrestrial insects, the birds, and the mammals) of South Louisiana and the New Orleans area particularly. Two hours lecture and six hours laboratory or field work per week. Prerequisite: General Biology.
- BioSc 511 General Parasitology 4 sem. hrs.**
A study of parasites in relation to disease. The various types of parasites, their life histories, and the conditions which they cause will be considered. Prerequisite: General Biology.
- BioSc 512 Physiology of the Bacteria 4 sem. hrs.**
Lectures, assigned reading, discussion and laboratory exercises dealing with the chemistry and physiology of microbial cells. Prerequisite: BioSc 301 and bio-chemistry.
- BioSc 513 Advanced Genetics 4 sem. hrs.**
Lectures, assigned reading, discussions and laboratory dealing with the molecular, organismic and population aspects of modern genetics. Prerequisite: BioSc 312 or its equivalent.
- BioSc 515-516 Advanced General Physiology 8 sem. hrs.**
The physiology and biochemistry of cells and the comparative physiology of muscular, nervous and circulatory systems. Bio-electric activities, metabolic cycles, and internal secretions will be covered. Prerequisite: BioSc 304.

- BioSc 517 Endocrinology 4 sem. hrs.**
General consideration of the organs of internal secretion. Phylogeny, embryology, microscopic anatomy and physiology.
- BioSc 518 Advanced Endocrinology 4 sem. hrs.**
Recent advances in the biology of the organs of internal secretion. Lectures, conferences and laboratory work.
- BioSc 520 Plant Anatomy 4 sem. hrs.**
A consideration of the structure and development of seed plants (Primarily Angiosperms.) Reference will be made to the relationships of anatomy and developmental patterns to the physiology and morphogenesis of the organism. The Plant Anatomy seminar will constitute a portion of this course. Prerequisite: General Botany.
- BioSc 522 General Virology 4 sem. hrs.**
The virus as a biological entity; physical and chemical properties of virus particles; representative animal, plant and bacterial viruses are considered. The rickettsiae are briefly treated. Prerequisite: Bacteriology and Biochemistry.
- BioSc 523 Mycology 4 sem. hrs.**
A survey of the fungi with emphasis on form and structure. Prerequisite: BioSc 301.
- BioSc 524 Techniques in Bacteriology 4 sem. hrs.**
Consideration and application of current techniques used in bacterial physiology. Qualitative and quantitative determination of metabolites are examined as are methods for studying mutants, respiration, and enzymes. Prerequisite: BioSc 301 and Biochemistry.
- BioSc 527 Physiology of the Fungi 4 sem. hrs.**
A study of the chemical activities of fungi as related to their nutrition growth, reproduction and fermentative ability. Emphasis will be placed on fungi important in industry and agriculture. Prerequisite: BioSc 523.
- BioSc 528 Plant Physiology 4 sem. hrs.**
Higher plants will be the principal object of study, with regard to their growth processes, water relations, and photosynthetic activities. The laboratory will illustrate modern techniques of investigation as well as the principles of the discipline involved. A weekly meeting devoted to a discussion of contemporary literature will be a part of the course. Prerequisite: General Biology and Organic Chemistry.
- BioSc 529 Medical Entomology 4 sem. hrs.**
A study of the arthropod groups of medical importance; their identification, general biology and life cycles; factors affecting man and domestic animals and control measures. Prerequisite: General Entomology.
- BioSc 533 Zoology for Teachers 4 sem. hrs.**
A teacher-training and review course for those engaged in, or preparing for, teaching high school biology. Emphasis is placed on the collection and preparation of local zoological materials for classroom use. Limited to graduate students in education. Prerequisite: General Zoology.

BioSc 534	Developmental Biology Lectures, discussions and laboratory work, including original research in such areas of developmental biology as fertilization, nuclear-cytoplasmic interaction during development, biochemical development and developmental genetics.	4 sem. hrs.
BioSc 535	Morphogenesis The development of the shape and pattern of plants and animals will be studied. Special emphasis will be given to the morphogenetic movements of cells and tissues during development. Current theories advanced to explain these movements will be examined and experiments to test these theories will be performed. Original research in this area will be taken up in the laboratory.	4 sem. hrs.
BioSc 544-545	Graduate Seminar Prerequisite—advanced standing.	2 sem. hrs.
BioSc 553	Radiation Biology A survey of the nature, measurement, and effect of ionizing radiations in biological systems. Designed to acquaint the beginner with theory and methods of use of radiation as a research tool. Geiger counter techniques will be used primarily; absorption and half-life experiments, tracer methods, biological uptake and distribution, isotope dilutions and similar topics will be covered in lectures and in laboratory. Prerequisite: Discretion of professor in charge of the course.	4 sem. hrs.
BioSc 601-602	Research in Bacteriology	4 sem. hrs.
BioSc 603-604	Research in Cytology	4 sem. hrs.
BioSc 605-606	Research in Plant Anatomy	4 sem. hrs.
BioSc 607-608	Research in Animal Ecology	4 sem. hrs.
BioSc 611-612	Research in Parasitology	4 sem. hrs.
BioSc 613-614	Research in Genetics	4 sem. hrs.
BioSc 615-616	Research in Physiology	4 sem. hrs.
BioSc 621-622	Research in Virology	4 sem. hrs.
BioSc 629-630	Research in Entomology	4 sem. hrs.
BioSc 634-635	Research in Developmental Biology	4 sem. hrs.

BUSINESS ADMINISTRATION

DEAN: Joseph M. Bonin, Ph.D.

OFFICE: 210 Stallings Hall

ASSISTANT DEAN: John E. Cave, Ph.D.

ASSISTANT DEAN — DIRECTOR OF PUBLIC ADMINISTRATION: William Barnett, Ph.D.

PROFESSORS: Joseph M. Bonin, Allen I. Boudreaux, Henry J. Engler, Irving Fosberg, G. Wallace Leftwich, G. Ralph Smith

ASSOCIATE PROFESSORS: Jesse T. Barfield, John E. Cave, Ronald C. Christner, Thomas F. Griffin III, Robert Keller, Shu-Jan Liang, John W. Meredith, Margaret A. Paraniham, A. George Petrie, Gary E. Popp, Michael T. Saliba, II, Daniel L. Schneid, Frank J. Stass

ASSISTANT PROFESSORS: Ronald P. Allison, S.J., Claire J. Anderson, William Barnett, Conrad A. Bourgeois, James H. Baskett, John C. Folkenroth, Arthur R. Kagle, Jagdish M. Mehta, James R. Ramsey, John E. Robbins

The principal objective of the College of Business Administration is to prepare its graduates for advancement to high-level management positions in business, government, and the service sectors of our society. An additional purpose of the program is to develop the foundation for advanced graduate work for those who may wish to prepare for doctoral studies.

The thrust of the program in the college includes examination of administrative principles and quantitative approaches to decision-making common to both business and nonprofit organizations. The program stresses the point at which major policy decisions must give consideration to related policy decisions of other parts of the organization or to society in general. Emphasis is placed on the fact that the management education is not limited to organizational techniques but is, in the broadest sense, education for management responsibility.

The MBA program develops these processes by emphasizing the elements common to all management positions. The program is based on advanced study of accounting, behavioral science, decision sciences, economics, finance, information systems, marketing, and operations management.

All graduate courses meet in the evening.

ADMISSION

Admission to graduate study is controlled by the director of graduate studies and is granted to students showing high promise of success at the graduate level. Ordinarily such a level is evidenced by a 2.5 undergraduate grade point average (2.75 for the last two years of undergraduate work), although other factors such as letters of recommendation, rank in class,

trend in college achievement, relevant work experience, and scores on national standardized examinations will be considered.

Admission to candidacy in the MBA program requires, in addition, that the applicant have taken the GMAT examination and have achieved a satisfactory score on the test. Normally, satisfactory is interpreted to mean a score of 450 or higher. Students who have been admitted to graduate study at Loyola but who have not yet filed a complete set of credentials for admission into the College of Business Administration (both undergraduate transcripts *and* GMAT results) will not be admitted into the MBA program and may not register for any graduate level business courses. Students with incomplete records may take undergraduate foundations courses.

Application forms may be requested from and should be returned to the Office of Admissions, Loyola University, New Orleans, Louisiana, 70118. The application should include a \$15.00 non-refundable application fee, transcripts of all previous college work, and two letters of recommendation. Students should also request that a copy of their GMAT score be sent to the Admissions Office. Questions concerning admission to the program should be directed to the Admissions Office (504-865-3240) or to the College of Business Administration (504-865-3544).

CURRICULUM

The curriculum of the MBA program consists of a 30 hour program, broken into three basic parts: an 18 semester hour core, 9 semester hours of graduate level electives, and a 3 semester hour capstone course. The required core attempts to expose students to state of the art thinking in functional areas of business administration. The electives may be chosen from courses in any functional area of business.

The final part of the program is an integrative capstone course designed to expose the student to the interrelationships, interactions, and constraints of decision-making in complex organizations. The capstone course will utilize rigorous group decision-making and case and simulation techniques under conditions of uncertainty. Students are expected to have completed all (or substantially all) of their other graduate courses before registering for this course. They must also have an overall grade point average of 3.0 or better on all work attempted since enrolling in graduate study at Loyola before taking the capstone course.

MBA Course Requirements	
<i>Course</i>	<i>Sem. Hrs.</i>
Acct 615—Management Information Systems	3
Econ 603—Managerial Economics	3
Fin 606—Financial Management	3
Mgt 601—Organization Theory and Behavior	3
Mgt 603—Operations Management	3
Mkt 601—Marketing Management	3
Graduate Business Electives	9
Mgt 701—Business Policy (Capstone)	3
Total Semester Hours	30

Some students who enter the program will have had little or no undergraduate work in business or business-related courses. Generally, students who plan to enter the MBA program must be able to satisfy common body of knowledge undergraduate or pre-graduate requirements in the following areas: concepts and processes in the marketing, production, and financing functions of businesses; a study of the legal, economic, and social environment of business; concepts of accounting, quantitative methods and managerial information systems; a study of organization theory, behavior, and control; and study in decision-making under uncertainty. Specifically, students are required to have all of the following pre-graduate foundations courses, either by taking them during their undergraduate program or by enrolling in the College of Business Administration or City College undergraduate courses.

Pre-Graduate Foundations Requirements

<i>Course</i>	<i>Sem. Hrs.</i>
Principles of Accounting	6
Macroeconomics	3
Microeconomics	3
Basic Financial Management	3
Business Law	3
Principles of Marketing	3
Statistics	6
	<hr/>
Total Semester Hours	27

The foregoing list assumes that the student has achieved adequate preparation in the behavioral sciences, mathematics, and computer science. This preparation is normally demonstrated as follows:

1. Behavioral Science — by successful completion of a 3 hour undergraduate course in behavioral science, or psychology.
2. Mathematics — by successful completion of 6 hours of undergraduate course work, including exposure to elementary calculus.
3. Computer Science — by successful completion of a 3 hour undergraduate course in computer programming, or by relevant work experience.

In a case where proficiency has not been achieved in a particular area, additional pre-graduate work may be required.

ADVISING AND REGISTRATION

All MBA students are assigned to a graduate advisor who helps them plan their master's program, including the sequencing and scheduling of appropriate courses. Students are expected to meet regularly with their advisors and must gain approval of their advisors before registering for any series of courses at Loyola.

In general, students are advised to participate in the pre-registration period each semester, although some students may find it necessary or

more convenient to wait until regular registration to enroll for a particular semester. Additional information may be obtained from the College of Business Administration, Director of the MBA Program.

GRADUATION REQUIREMENTS

A student must have met all of the following requirements in order to earn the MBA:

1. Have satisfied all general university regulations for graduation with a graduate degree.
2. Have satisfied all pre-graduate course requirements.
3. Complete all required graduate core courses and electives.
4. Have an overall grade point average of 3.0 or better in all graduate work attempted since being accepted into graduate study at Loyola.
5. Have completed the capstone course with a minimum grade of B. (The capstone course may be retaken only once.)
6. Formally apply for graduation and pay all necessary graduation and university fees.

COURSES

Foundation or Pre-Graduation Courses

Acct 105-106	Principles of Accounting	6 sem. hrs.
	This course develops the basic concepts and techniques of accounting procedures and financial statement preparation and interpretation. The use of accounting for control and decision-making purposes by management is emphasized.	
Econ 201	Macroeconomics	3 sem. hrs.
	Surveys the national economy with emphasis on aggregated economic activity; includes study of the principles of national income accounting, income and employment theory, monetary institutions and theory, cyclical fluctuations and national economic policy.	
Econ 202	Microeconomics	3 sem. hrs.
	The study of individual economic activity; includes price, theory, income distribution and economic activity under varied market structures (pure competition, monopoly, oligopoly, and monopolistic competition).	
Fin 307	Corporate Finance	3 sem. hrs.
	A study of financial decision-making by individuals and businesses; includes investments, financing, dividend, working capital management and related decisions. Prerequisite: Principles of Accounting.	
Mgt 205	Business Law I	3 sem. hrs.
	Application of law to business transactions, fundamental ideas of law in general, business forms, contracts, agency, negotiable instruments, banking law, sales, personal property, partnerships and corporations, mortgages, real property, insurance, suretyship, and bankruptcy.	

Mkt 305 Principles of Marketing 3 sem. hrs.
 The marketing function of the firm is studied from the standpoint of the decision-maker. Emphasis is placed on examining the marketing variables of consumers, products, channels, pricing, and promotion. Economic, legal, and social implications of marketing actions are stressed.

DecSc 214-215 Statistics 6 sem. hrs.
 The course concentrates on statistical methods with particular reference to their application in business. Sources and collection of data and sampling procedures are studied. Included also are statistical measures and tests for validity and reliability, the construction and use of index numbers, problems of time series, regressions and correlations.

Graduate Core Courses*

Acct 615 Management Information Systems 3 sem. hrs.
 A study of information systems networks, includes discussion of automated data processing systems, data required for managerial decision-making, planning and control problems and systems design. Prerequisites: Computer Science and Principles of Accounting.

Econ 603 Managerial Economics 3 sem. hrs.
 Applications of economic theory in the context of the firm are examined. The role of economics in the decision-making process and in forecasting and planning are considered. Prerequisites: Principles of Economics and Statistics.

Fin 606 Financial Management 3 sem. hrs.
 The principles of finance are used as the basis for development of techniques useful in the area of corporate financial management. The vehicle for the accomplishment of this objective is a series of cases involving analysis and decision-making by the student. Prerequisite: Corporate Finance.

Mgt 601 Organization Theory and Behavior 3 sem. hrs.
 Study of organizational systems and subsystems, including their measurement and evaluation, identification of their functions and dysfunctions; introduces and utilizes basic managerial concepts. Prerequisite: Behavioral Science.

Mgt 603 Operations Management 3 sem. hrs.
 The study of complex organizations, from the viewpoint of the production function, includes planning, design, analysis, and control features of dynamic organizational systems. Prerequisites: Computer Science, Management Information Systems.

Mkt 601 Marketing Management 3 sem. hrs.
 Marketing problems of wide variety are analyzed. In emphasizing managerial problem-solving, real-world constraints are employed, in addition to the use of behavioral and quantitative techniques of analysis. Problem areas considered include products, channels, pricing, promotion, and physical distribution, as well as non-commercial marketing situations. Prerequisite: Principles of Marketing.

*Students must be admitted to candidacy prior to registration in any of these courses.

Capstone Course

- Mgt 701 Business Policy** 3 sem. hrs.
The capstone course is designed to enable the advanced student to develop the expertise necessary to integrate the concepts and skills learned in previous courses into the executive decision framework. The point of view taken is that of the general manager. Thus problems relate to developing broad organizational goals as well as making major policy decisions regarding product and market selection, finance, leadership methods, etc. Students are expected to have had a thorough grounding in all of the functional and tool areas of business such as finance, marketing, accounting, decision sciences, etc. The various aspects of entrepreneurship and venture management will also be considered. Prerequisite: all other Graduate course requirements.

Graduate Electives

Accounting

- Acct 600 Accounting Theory** 3 sem. hrs.
An analysis and evaluation is undertaken of currently acceptable accounting standards and conventions with emphasis placed upon pronouncements of authoritative groups. Contemporary problems are related to the application of these standards and conventions. Prerequisite: Principles of Accounting.
- Acct 605 Advanced Accounting** 3 sem. hrs.
Contemporary topics will be covered in the areas of financial accounting, income tax accounting, auditing, managerial accounting, and information systems. Prerequisite: Principles of Accounting.
- Acct 610 Research in Taxation** 3 sem. hrs.
The methodology of research in Federal income taxation is examined. Emphasis is placed on applied research to tax problems. The intent is to develop research techniques and the ability to reach conclusions and to make recommendations predicated upon a synthesis of code, regulations, and court decisions. Prerequisite: Principles of Accounting.
- Acct 620 Seminar in Accounting** 3 sem. hrs.
Current issues and problems in accounting will be researched and discussed in a seminar. Permission of the graduate accounting faculty is a prerequisite.
- Acct 698 Tutorial in Accounting** 3 sem. hrs.
Individual reading and research in a selected area is conducted under the direction of a member of the graduate accounting faculty. Permission of the individual faculty member is a prerequisite.

Decision Sciences

- DecSc 601 Applied Decision Sciences** 3 sem. hrs.
An introduction to deterministic and scholastic models of managerial decision-making. While the philosophical, methodological, formulation, solution and analytical aspects of models are examined, emphasis would be on model applications to management-functional areas like accounting, finance, marketing and production. Topics may include linear, quadratic, geometric, non-linear, integer and dynamic programming techniques, probability theory, sta-

tistical inference, game theory and market processes, assignment and transportation models, network flow analysis, inventory, and queuing systems and simulation. Prerequisites: Finite Math and Calculus; Computer Science; Statistics.

DecSc 620 Seminar in Decision Sciences 3 sem. hrs.
Topics in decision sciences presented by seminar members. Emphasis would be on individual research and/or integration of decision sciences with the functional areas of management. Prerequisites: DecSc 601 and permission of instructor.

DecSc 698 Tutorial in Decision Sciences 3 sem. hrs.
Individual projects and/or special topics in decision sciences. Prerequisite: Permission of the faculty member.

Economics

Econ 600 National Income and Employment Analysis 3 sem. hrs.
This course treats systematically the concepts and methods used in national income accounting, reviews theories relevant to national product general equilibrium and income stability, and analyzes public policies for economic stabilization. Prerequisites: Macroeconomics; Microeconomics.

Econ 605 Contemporary Readings in Economics and Business 3 sem. hrs.
This course surveys the major contributions to current business and economic thought. The original works of leading contemporary scholars and men of affairs in the various economic and business disciplines are studied. Prerequisites: Macroeconomics; Microeconomics.

Econ 609 International Economics 3 sem. hrs.
The theory and practice of international economic and financial relations are studied as well as their role in the search for stability and growth. Prerequisites: Macroeconomics; Microeconomics.

Econ 615 Advanced Price Theory 3 sem. hrs.
A rigorous analysis of the various market structures and the pricing process for commodities and for productive services as taking place within these market forms. A systematic study of the conventional "tools" of the theory of price is included, and also some consideration given to possible divergences between practice and theory in the pricing process. Prerequisite: Microeconomics.

Econ 620 Seminar in Economics 3 sem. hrs.
Selected problems and topics in economics are examined. Permission of the graduate faculty in economics is a prerequisite.

Econ 698 Tutorial in Economics 3 sem. hrs.
Individual reading and research in a selected area is conducted under the direction of a member of the graduate economics faculty. Permission of the individual faculty member is a prerequisite.

Finance

Fin 601 Management of Financial Institutions 3 sem. hrs.
Analyzes the problems and opportunities inherent in the management and policy making decisions of financial institution managers. Concentration is on the major asset and liability management problems of commercial bank and savings and loan executives. Prerequisite:

sites: Macroeconomics; Money and Banking or Financial Institutions.

- Fin 605 Investments 3 sem. hrs.**
This course primarily analyzes the range of investment possibilities and their risk-return characteristics. Also, the techniques for selection, timing and diversification decisions are studied in depth. An investment strategy based on risk-return preferences is then outlined. A portfolio project where a wide range of investment choices is selected, analyzed, and evaluated is one of the course requirements. Prerequisite: Investments (undergraduate).
- Fin 610 International Finance 3 sem. hrs.**
Foreign exchange and investment problems are studied intensively. Prerequisites: Corporate Finance, Macroeconomics.
- Fin 620 Seminar in Finance 3 sem. hrs.**
Selected problems and topics in finance are examined. Permission of the graduate faculty in finance is a prerequisite.
- Fin 698 Tutorial in Finance 3 sem. hrs.**
Individual reading and research in a selected area is conducted under the direction of a member of the graduate finance faculty. Permission of the individual faculty member is a prerequisite.

Management

- Mgt 600 History and Development of Management Thought 3 sem. hrs.**
The writings of Taylor, Fayol, Follett, Shelton, and other more current leaders in management thought are studied. Prerequisite: Principles of Management.
- Mgt 604 Human Resource Management 3 sem. hrs.**
Concepts, theories, and practices concerned with managing human resources within organizations. Policy decisions involving selection, remuneration, incentives, workload, training, discipline, and similar areas; the contributions of behavioral sciences; collective bargaining implications and the industrial relations responsibilities of the firm will be explored. Emphasizes the responsibilities of all managers for the human resources in their organizations. Prerequisite: Principles of Management or Behavioral Science.
- Mgt 620 Seminar in Management 3 sem. hrs.**
Selected problems and topics in management are examined. Permission of the graduate faculty in management is a prerequisite.
- Mgt 630 Operations Research 3 sem. hrs.**
Applications of scientific methods, in particular mathematical and logical tools, to decision-making problems. Includes the study of quantitative techniques such as linear programming, queuing and simulation models and their applications as well as the use of the computer in the solution of operations research problems. Prerequisites: Differential Calculus, Computer Science, Statistics.
- Mgt 650 BA in the 21st Century 3 sem. hrs.**
This course is designed to meet an urgent need that exists for business managers to be able to plan for and deal with problems of the future which are coming at the business world at an ever-increasing rate. Prerequisite: Principles of Management.

Mgt 698 Tutorial in Management 3 sem. hrs.
 Individual reading and research in a selected area is conducted under the direction of a member of the graduate management faculty. Permission of the individual faculty member is a prerequisite.

Marketing

Mkt 612 International Marketing 3 sem. hrs.
 Significant similarities and differences in marketing problems in countries other than the United States are explored and analyzed. In addition to several cases, principles of the managerial and behavioral sciences are examined for potential application in specific countries. Prerequisite: Principles of Marketing.

Mkt 620 Seminar in Marketing 3 sem. hrs.
 Selected problems and topics in marketing are examined. Permission of the graduate faculty in marketing is a prerequisite.

Mkt 698 Tutorial in Marketing 3 sem. hrs.
 Individual reading and research in a selected area is conducted under the direction of a member of the graduate marketing faculty. Permission of the individual faculty member is a prerequisite.



EDUCATION

CHAIRMAN: Mary C. Fitzgerald, M.Ed.

OFFICE: Seton Building

ASSOCIATE PROFESSORS: Alvin J. Aubry, Lorynne D. Cahn, Mary C. Fitzgerald, Octavia M. Jones, Frank W. Oglesbee, Hilda C. Smith

ASSISTANT PROFESSOR: Glenn Hymel

The department of education offers advanced courses to members of the teaching profession for the purpose of understanding and analyzing the fundamental problems involved in the work of teaching, to acquire proficiency in the techniques of such understanding and analysis, and to become acquainted with the attempts of others toward the solution of these problems.

It is designed to offer preparation for the positions of elementary and secondary principals, supervisors, media center administrators, guidance counselors, and reading specialists in public, parochial, and private schools, and for advanced preparation for elementary and secondary teachers.

The university has been approved by the Louisiana State Board of Elementary and Secondary Education for teacher education.

Please be advised that state requirements for certification are determined by the State Department of Education. The program advisors should be consulted for information on current requirements. Note also that only course requirements for certification may be met through Loyola University.

ADMISSION TO CANDIDACY

The department offers courses of instruction leading to the degree of Master of Education for properly qualified students who have been admitted to degree candidacy.

Candidacy is granted during the fourth week of each semester and each summer session.

The student must file a formal petition to the departmental Graduate Studies committee two weeks after the beginning of the semester or summer session in which he is eligible to be considered for degree candidacy on the basis of items listed below:

1. He must have received the bachelor's degree from a recognized college or university with a major in education, with all upper division work in education with a grade of B or better.

or

He must have received the bachelor's degree from a recognized college or university in a program other than education and have no less than 15 undergraduate hours in education taken either as an undergraduate or as a graduate student prior to enrolling in graduate education courses.

or

He must take and have an acceptable score on the commons section of the National Teacher Examination.

2. He must have completed not less than 12 semester hours nor more than 15 semester hours in graduate education courses with a minimum GPA of 3.0; of these hours, nine shall consist of credit in the core courses.
3. He must be currently registered for credit at Loyola.
4. He must take and have an acceptable score on the Miller Analogies Test.

Appropriate recommendations will be made by the Graduate Studies committee to the director of graduate studies as a result of this review.

Degree candidates will be so notified and such notification will become a part of their permanent record.

Students not admitted to candidacy will be informed of their deficiency(ies). Removal of these deficiencies under the direction of the program advisor must take place within one semester. The student is to reapply for degree candidacy at the end of this semester.

COURSE REQUIREMENTS

The candidate must complete a total of at least 30 semester hours of graduate work, including the work earned prior to his admission to degree candidacy. A course in which the student has earned a grade of D or F cannot be counted toward the completion of the 30 hour requirement, but is used in determining the grade point average.

A degree candidate who obtains a C or lower grade in any course is automatically placed on probation and his status is subject to review by the Graduate Studies committee.

COMPREHENSIVE EXAMINATION

Comprehensive written examinations covering philosophy of education, and the major field of work shall be passed by the candidate upon completion of his course work. Comprehensive examinations are scheduled in December, May, July, and August. Within the first four weeks of the semester in which the degree candidate will complete the course requirements, he must file a formal petition requesting permission to schedule the comprehensive examinations. Degree candidates are not allowed to take the comprehensives until the course requirements are completed.

When performance on either comprehensive examination is not satisfactory, the candidate is required to reschedule that section of the examination. The examination must take place no sooner than the time regularly scheduled for the next comprehensive examination. The Graduate Studies committee may elect to require an oral examination in addition to the written comprehensive examination.

COURSE PROGRAM

The student's program is planned with his adviser from the full curriculum of graduate courses. A minimum of 12 hours must be completed in one specific area. The areas of specialization include the following: elementary and secondary administration and supervision, elementary guidance and secondary guidance, elementary education, secondary education, reading, and educational media. This program is subject to the approval of the Graduate Studies committee of the department of education.

The program will include the following core courses, which are to be taken in residence at the beginning of the program. The student is to consult the program advisor concerning the sequence of courses to be taken in each program.

Educ 500 — Philosophy of Education

Educ 501 — Statistics in Education

Educ 502 — Methodology of Educational Research

A student who wishes to take courses at another institution (within the six hour transfer credit limit) must obtain *prior* approval from the Graduate Studies committee.

A student who is employed full-time may schedule a maximum of six hours per semester. A student who is employed part-time may schedule a maximum of nine hours per semester. Those full-time students who do not work may schedule a maximum of 12 hours per semester.

MASTER OF EDUCATION IN GUIDANCE AND COUNSELING

PROGRAM ADVISOR: Octavia Jones, Ph.D.

As a professional educator with practical experience in the classroom, a future school guidance counselor should have already acquired a thorough understanding of all aspects of human development and should be reasonably familiar with the educational setting in which he will work. In addition to this basic preparation, the program for school service personnel in the area of guidance and counseling seeks to fulfill the following specific objectives in training school guidance counselors by assisting each candidate: to understand the philosophy of guidance as an integral function in the educational process; to obtain a thorough knowledge of the basic concepts, principles, methods, procedures, and techniques of guidance and counseling; and to become duly certified, competent guidance counselors adequately prepared and completely qualified to implement in the educational setting the knowledge and skills acquired.

The degree program for students specializing in the area of guidance and counseling, exclusive of standards for state certification, prescribes that each student obtain, in addition to the nine-hour core requirements, a minimum of twelve semester hours of credit, including Educ 675, from among the list of program offerings submitted below. The other nine hours of credit needed to make the total of thirty semester hours for the master's degree may be elective courses.

A student may fulfill the State of Louisiana coursework requirements for certification as a guidance counselor in the elementary school by completing the seven courses for a total of 21 semester hours of credit in the following recommended sequence:

Educ 680 — Principles and Administration of Elementary School Guidance	3 sem. hrs.
Educ 681 — Analysis of the Elementary School Pupil	3 sem. hrs.
Educ 684 — Orientation to the World of Work	3 sem. hrs.
Educ 675 — Counseling Theory and Practice	3 sem. hrs.
Educ 686 — Group Processes in the Elementary School	3 sem. hrs.
Educ 689 — Practicum in Guidance: Elementary	3 sem. hrs.

(The following course may be taken at any time)

Educ 687 — Advanced Child Psychology: Child Growth and Development	3 sem. hrs.
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A student may fulfill the State of Louisiana coursework requirements for certification as a guidance counselor in the secondary school by completing the seven courses for a total of twenty-one semester hours of credit in the following recommended sequence:

Educ 670 — Principles and Administration of Guidance	3 sem. hrs.
Educ 671 — Analysis of the Individual	3 sem. hrs.
Educ 672 — Vocational Guidance	3 sem. hrs.
Educ 674 — Educational and Occupational Information	3 sem. hrs.
Educ 675 — Counseling Theory and Practice	3 sem. hrs.
Educ 676 — Group Processes	3 sem. hrs.
Educ 679 — Practicum in Guidance	3 sem. hrs.

MASTER OF EDUCATION IN READING

PROGRAM ADVISOR: Lorynne Cahn, M.Ed.

The ability to read draws the line between the person who has an essential tool to develop his potential and the person who, by necessity, remains isolated from much of the world. The department, therefore, has committed its resources to equipping teachers with the means for diagnosis and remediation of reading difficulties. The courses in methods, practicum, and lab experiences constitute the Loyola Reading Clinic offered each summer for children with reading problems. The clinic provides an intense practical experience for the student while it renders a valuable service to the community.

In addition to the core requirements for the master's program, all M.Ed. students concentrating in the field of reading will be required to complete the following courses for a total of 15 semester hours.

Educ 640 — Reading Foundations	3 sem. hrs.
Educ 641 — Theory of Causes, Diagnosis, and Remediation of Reading Difficulties	3 sem. hrs.
Educ 646 — Laboratory Experiences Related to Reading Difficulties	3 sem. hrs.

Either

Educ 642 — Applied Methods of Diagnosis and Correction of Reading Difficulties, Elementary	3 sem. hrs.
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Educ 643 — Practicum in Treatment of Reading Difficulties, Elementary	3 sem. hrs.
or	
Educ 644 — Applied Methods of Diagnosis and Correction of Reading Difficulties, Secondary	3 sem hrs.
Educ 645 — Practicum in Treatment of Reading Difficulties, Secondary	3 sem. hrs.

Suggested Electives in the Field

Educ 547 — Characteristics of the Learning Disabled	3 sem. hrs.
Educ 548 — Language Development	3 sem. hrs.
Educ 603 — Advanced Psychology of Adolescence	3 sem. hrs.
Educ 604 — Advanced Educational Psychology	3 sem. hrs.
Educ 671 — Analysis of the Individual	3 sem. hrs.
Educ 681 — Analysis of the Elementary School Pupil	3 sem. hrs.
Educ 687 — Advanced Child Psychology: Child Growth and Development	3 sem. hrs.

Students may meet course requirements for state certification as reading specialists through this program.

MASTER OF EDUCATION IN ADMINISTRATION

PROGRAM ADVISOR: Alvin J. Aubry, Ed.D.

Graduate courses in administration and supervision provide experiences that enable the student to gain an understanding of the processes of administration and supervision in our changing society; likewise, the important role the principal plays in securing high quality education. The courses further examine the methods of operation for effective leadership and thus the student becomes better acquainted with the implication of leadership as well as the power structures, crucial issues, and the current problems involved in school administration and supervision.

In addition to the nine-hour core requirements of the master's program, 12 hours of courses in the field of administration and supervision are required.

Required Courses

Educ 620 — Elementary and Secondary School Administration	3 sem. hrs.
Educ 621 — Elementary and Secondary School Supervision	3 sem. hrs.
Educ 629 — The Principalship	3 sem. hrs.
Educ 630 — Supervision: Instructional Design	3 sem. hrs.

Suggested Electives in the Field

Educ 623 — Supervision of Student Teachers	3 sem. hrs.
Educ 624 — School Administration: Financing Public Education	3 sem. hrs.
Educ 625 — School Administration: Legal Foundations and Problems	3 sem. hrs.

Educ 626 — Organization and Administration of Public Education in the United States	3 sem. hrs.
Educ 627 — Issues in the Middle School and in the Junior High School	3 sem. hrs.
Educ 628 — School Supervision: Innovations in Education	3 sem. hrs.

For certification of parish or city school supervisor or school principal, in addition to the teaching certificate and successful teaching experience, the State of Louisiana requires a master's degree from a regionally-accredited institution, including twelve semester hours of professional education at the graduate level.

MASTER OF EDUCATION IN ELEMENTARY EDUCATION

PROGRAM ADVISOR: Mary C. Fitzgerald, M.Ed.

Students working for advanced preparation in elementary education are required to complete the nine-hour core requirement and 12 hours from the following courses:

Required Courses

Educ 606 — Research Project I: Elementary School Curriculum	3 sem. hrs.
Educ 607 — Research Project II: Problems in Elementary Education	3 sem. hrs.

Suggested Electives in the Field

Educ 547 — Characteristics of Learning Disabilities	3 sem. hrs.
Educ 548 — Language Development	3 sem. hrs.
Educ 604 — Advanced Educational Psychology	3 sem. hrs.
Educ 605 — Instructional Design	3 sem. hrs.
Educ 623 — Supervision of Student Teachers	3 sem. hrs.
Educ 640 — Reading Foundations	3 sem. hrs.
Educ 641 — Theory of Causes, Diagnosis, and Remediation of Reading Difficulties	3 sem. hrs.
Educ 687 — Advanced Child Psychology: Child Growth and Development	3 sem. hrs.

MASTER OF EDUCATION IN SECONDARY EDUCATION

PROGRAM ADVISOR: Hilda C. Smith, Ph.D.

Students working for advanced preparation in secondary education are required to complete the nine-hour core requirements and 12 hours from the following courses:

Required Courses

Educ 608 — Research Project I: Secondary School Curriculum	3 sem. hrs.
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Educ 609 — Research Project II: Problems in Secondary Education	3 sem. hrs.
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Suggested Electives in the Field

Educ 603 — Advanced Psychology of Adolescence	3 sem. hrs.
Educ 604 — Advanced Educational Psychology	3 sem. hrs.
Educ 605 — Instructional Design	3 sem. hrs.
Educ 623 — Supervision of Student Teachers	3 sem. hrs.
Educ 627 — Issues in the Middle School and in the Junior High School	3 sem. hrs.

MASTER OF EDUCATION IN EDUCATIONAL MEDIA

PROGRAM ADVISOR: Frank Oglesbee, Ph.D.

Educational media students learn how to conceptualize, create, design, produce, utilize, and evaluate visual and sound recorded material to capture and sustain audience (learner) attention in order to bring out desired behavioral outcomes.

Graduates enter educational programs in broadcasting, government, military, business, industry, health care, social work, and religion in addition to private and public school systems. They bring to these programs skill in providing a full range of learning resources to educational institutions and agencies.

The State of Louisiana now offers certification for the position of "director of parish materials and/or media centers." This requires:

- 1) a valid Type A Louisiana teaching certificate,
- 2) successful completion of five years of teaching,
- 3) possession of a master's degree, and
- 4) fifteen hours of graduate credit in nonbook media.

A total of 30 graduate hours is required for this non-thesis degree. The nine core course hours must be completed within the first 12 hours of the candidate's graduate program: Educ 500, 501, and 502.

In consultation with the educational media graduate advisor, candidates for the Master of Education degree are to select 15 hours from the following course offerings:

Educ 655 — Application of Media Design and Production to Education	3 sem. hrs.
Educ 656 — Research in Educational Communications	3 sem. hrs.
Educ 657 — Production Theory and Practice	3 sem. hrs.
Educ 660 — Instructional Television	3 sem. hrs.
Educ 661 — Independent Media Development Project I	3 sem. hrs.
Educ 662 — Independent Media Development Project II	3 sem. hrs.
Educ 663 — Administration of Media Programs	3 sem. hrs.
Educ 563 — Institute for Religious Communications I	3 sem. hrs.
Educ 564 — Institute for Religious Communications II	3 sem. hrs.
Educ 566 — Preparation and Utilization of Audiovisual Teaching Materials	3 sem. hrs.

EDUCATION COURSES

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|-----------------|--|--------------------|
| Educ 500 | Philosophy of Education | 3 sem. hrs. |
| | A brief study of the major philosophies, including contemporary movements, which affect educational thought. | |
| Educ 501 | Statistics in Education | 3 sem. hrs. |
| | The computation, use and understanding of frequency distributions, measures of central tendency, measures of variability, normal curve, correlation, and statistical inference as applied to education and as found in educational literature. Should be taken before Educ 502. | |
| Educ 502 | Methodology of Educational Research | 3 sem. hrs. |
| | An extensive study of the methods and tools of educational research with emphasis upon student application of the scientific method through the selection, development, and reporting of a research topic. | |
| Educ 510 | Career Education | 3 sem. hrs. |
| | Analysis and development of management systems for career education programs from elementary through adult education. Focus is on the vocational-technical-adult aspects. | |
| Educ 512 | Urban Education | 3 sem. hrs. |
| | This course presents the unique aspects of education in urban societal structure. Emphasis is placed on development of appropriate objectives and teaching techniques. | |
| Educ 547 | Characteristics of the Learning Disabled | 3 sem. hrs. |
| | Presents the various professional approaches used in understanding the child who has great difficulty in learning but is apparently normal intellectually. Emphasis is upon the recognition, understanding, and remediation of various forms of learning disabilities. | |
| Educ 548 | Language Development | 3 sem. hrs. |
| | A study of normal, delayed and distorted language development, diagnostic and remedial techniques for children with language disorders. | |
| Educ 549 | Methods and Practicum in Learning Disabilities | 6 sem. hrs. |
| | Lecture-practicum course for teachers of the learning disabled. Stresses diagnosis and methods for correction of learning disabilities. Practicum provides an opportunity to work under supervision with children with learning disabilities. Permission of instructor required. | |
| Educ 550 | Laboratory Experiences Related to Learning Disabilities | 3 sem. hrs. |
| | Must be taken in conjunction with Educ 549. Permission of instructor required. | |
| Educ 563 | Institute for Religious Communications I | 3 sem. hrs. |
| Educ 564 | Institute for Religious Communications II | 3 sem. hrs. |
| Educ 566 | Preparation and Utilization of Audiovisual Teaching Materials | 3 sem. hrs. |

- Educ 591E* The Learning Process** 3 sem. hrs.
The normal phases of child development are discussed with particular emphasis on how they relate to the learning process and the child's readiness to use the school situation for the acquisition of knowledge and skills.
- Educ 592E* A Seminar in Adolescent Behavior** 3 sem. hrs.
In these seminars disturbances of personality function in the educational setting of adolescents in particular are studied from the psychoanalytic point of view. Prerequisite Educ. 591E*.
- Educ 593E* Advanced Techniques in Guidance** 3 sem. hrs.
The seminars place emphasis on clinical material from the classroom situation. The Touro infirmary Mental Health Center facilities and case material will also be utilized. Prerequisite Educ 592E*.
- Educ 603 Advanced Psychology of Adolescence** 3 sem. hrs.
A thorough study of the adolescent personality through the analysis of physical, emotional, social, motivational, intellectual, and volitional developmental changes, behavioral characteristics, basic problems and adjustments.
- Educ 604 Advanced Educational Psychology** 3 sem. hrs.
A study of the nature of learning and the learning process with emphasis on a critical examination and evaluation of various theories of learning; the factors affecting learning, such as individual differences, motivation, memory, habits, transfer of training, and so on.
- Educ 605 Instructional Design** 3 sem. hrs.
This course has the same description as Educ 630.
- Educ 606 Research Project I: Elementary School Curriculum** 3 sem. hrs.
Individual research experiences in facets of elementary school curriculum. Class format: tutorial. Prerequisites: Educ 500, 501, 502.
- Educ 607 Research Project II: Problems in Elementary Education** 3 sem. hrs.
Individual research experiences in problematic areas of contemporary elementary education. Class format: tutorial. Prerequisites: Educ 500, 501, 502.
- Educ 608 Research Project I: Secondary School Curriculum** 3 sem. hrs.
Research related to the development of secondary education; objectives, purposes and functions of the secondary school. Traditional and innovative curricula explored. Class format: tutorial. Prerequisites: Educ 500, 501, 502.
- Educ 609 Research Project II: Problems in Secondary Education** 3 sem. hrs.
Individual research related to an analysis of the problems and issues of secondary education today and an appraisal of the proposals for suggested changes and improvements in secondary education. Class format: tutorial. Prerequisites: Educ 500, 501, 502.

*These courses are offered by extension at the New Orleans Psychoanalytic Institute, 3624 Coliseum Street, New Orleans.

- Educ 620 Elementary and Secondary School Administration 3 sem. hrs.**
Principles, policies, practices and problems of elementary and secondary school administration; the role and functions of the elementary and secondary school principal; the improvement of pupil discipline and school-community relations.
- Educ 621 Elementary and Secondary School Supervision 3 sem. hrs.**
Principles, policies, practices, and problems of elementary and secondary school supervision; in-service education of teachers; replacement or modification of the assign-study-recite-test scheme of teaching by more modern and defensible teaching techniques.
- Educ 622 Research in Administration 3 sem. hrs.**
A research activity in school administration or supervision for advanced graduate students with permission of the advisor. Prerequisites: Educ 500, 501, 502, 620, and 621.
- Educ 623 Supervision of Student Teachers 3 sem. hrs.**
Role of the supervising teacher in student teaching. For those teachers who are interested in supervising elementary or secondary student teachers. Prerequisite: teaching experience and consent of instructor.
- Educ 624 School Administration: Financing Public Education 3 sem. hrs.**
The development of public support of education in the United States; the role of federal, state, and local government in financing education; principles, practices and problems relative to the sources, distribution, and expenditure of public funds.
- Educ 625 School Administration: Legal Foundations and Problems 3 sem. hrs.**
Principles of law as found in constitutional provisions, typical statutes and decisions of cases as they affect education, public and private, are examined in this course from the viewpoint of governing bodies, administrators, educators, students and those responsible for them.
- Educ 626 Organization and Administration of Public Education in the United States 3 sem. hrs.**
The scope and sequence of American public education; the role of the federal government, state government, and the local school district in American public education; problems, responsibilities and activities of public school teachers.
- Educ 627 Issues in the Middle School and in the Junior High School 3 sem. hrs.**
The purpose of the course is to offer administrative experiences for planning organizational structure and to provide concrete examples of how to initiate, operate, and evaluate the middle school and the junior high school.
- Educ 628 School Supervision: Innovations in Education 3 sem. hrs.**
This course deals with the philosophy, organization, and supervision of innovative schools. Included in this instructional program will be team-teaching, non-graded classes and individualized instruction.
- Educ 629 The Principalship 3 sem. hrs.**
The purpose of the course is to offer individuals interested in elementary or secondary administration organizational and administrative

tive procedures, policies, practices, responsibilities, interpretation, and supervisory direction to be used in the effective operation of a school.

- Educ 630 Supervision: Instructional Design 3 sem. hrs.**
This course addresses itself to the examination and application of the systems approach in the planning, implementation and evaluation of instructional procedures. More specifically, consideration is given to the following areas: describing the current status of a learning system; analyzing and formulating learning objectives; planning and implementing evaluation procedures; performing task descriptions and analyses; and applying the basics of human learning to the teaching concepts and principles, problem solving, and perceptual-motor skills. Furthermore, attention is devoted to Carroll's model of school learning as a theoretical basis underlying classroom learning.
- Educ 640 Reading Foundations 3 sem. hrs.**
A foundation course designed to explore, in depth, the skills to be developed in a reading program, the grade-placement of these skills, and methods for developing efficiency in the application and usage of these skills.
- Educ 641 Theory of Causes, Diagnosis, and Remediation of Reading Difficulties 3 sem. hrs.**
A course to give the classroom teacher, administrator, and reading specialist insight concerning the problems related to reading disabilities. Utilizing clinical experience with children, the causes, diagnostic procedures, and remedial methodology for increasing reading efficiency will be emphasized.
- Educ 642 Applied Methods of Diagnosis and Correction of Reading Difficulties, Elementary 3 sem. hrs.**
Methods of diagnosis and correction of reading problems at the elementary level. Developmental reading programs are studied. Emphasis is placed upon analysis and implementation of current curriculum materials as well as standardized and teacher made tests. Permission of instructor required.
- Educ 643 Practicum in Treatment of Reading Difficulties, Elementary 3 sem. hrs.**
Reading Clinic provides opportunity to work under supervision with children with reading and learning difficulties. Permission of instructor required.
- Educ 644 Applied Methods of Diagnosis and Correction of Reading Difficulties, Secondary 3 sem. hrs.**
Methods of diagnosis and correction of reading problems at the secondary level. Developmental reading programs are studied. Emphasis is placed upon analysis and implementation of current curriculum materials as well as standardized and teacher made tests. Permission of instructor required.
- Educ 645 Practicum in Treatment of Reading Difficulties, Secondary 3 sem. hrs.**
Reading Clinic provides opportunity to work under supervision with children with readings and learning difficulties. Permission of instructor required.
- Educ 646 Laboratory Experiences Related to Reading Difficulties 3 sem. hrs.**
Must be taken in conjunction with Educ 642 and 643, or Educ 644 and 645. Permission of instructor required.
- Educ 647 Research in Reading 3 sem. hrs.**
Permission of instructor required.

- Educ 655 Application of Media Design and Production 3 sem. hrs.**
Education
 This course is an introduction into the systematic methods of incorporating communications media into the work of achieving planned curriculum outcomes. Course emphasis is divided into four areas: (1) patterns for teaching and learning, (2) theories of perception, communication and learning, (3) research in the design of audiovisual materials, (4) selecting, utilizing, producing, and evaluating audiovisual materials. Offered every fall.
- Educ 656 Research in Educational Communications 3 sem. hrs.**
 The problem solving activities in this course involve an investigation into both applied and theoretical research in the following areas: (1) communications theory, theories of perception and theories of learning, (2) instructional development, (3) evaluation of instructional materials, (4) technological innovations, (5) planning and administration of media in education, (6) educational communications personnel, (7) information systems, (8) public educational broadcasting, (9) international development/satellite communications, (10) industrial training and educational media. Offered every spring.
- Educ 657 Production Theory and Practice 3 sem. hrs.**
- Educ 660 Instructional Television 3 sem. hrs.**
 This course provides the student with experiences in preparing programs and spots for both closed-circuit and broadcast, for schools, churches, government, the military, and industrial organizations. Attention is focused on message design, writing for television; production competencies and the application of behavioral science principles to the design of instructional messages. Offered every spring. Prerequisite: Educ 657.
- Educ 661 Independent Media Development Project I 3 sem. hrs.**
 Students define a social problem in the community. Research is conducted to determine what is being done about the problem, what needs to be done about the problem, and who (the audience) most needs to be enlightened about the problem. This information is distilled, condensed and "packaged" for the media — for group and mass distribution using radio, television, and film.
- Educ 662 Independent Media Development Project II 3 sem. hrs.**
 Continuation of Educ 661.
- Educ 663 Administration of Media Programs 3 sem. hrs.**
- Educ 669 Independent Media Development Project 3 sem. hrs.**
 Under the direction of a faculty project advisor, the student designs an educational program for a specific mass media or small group audience. Upon completion of the instructional production, the student presents it to the audience for whom it was designed, evaluates its effectiveness in achieving its intended purpose, and reports on his or her findings. The conclusions, in the form of a research paper, must be formally delivered to a graduate faculty panel. Prerequisites: Educ 655, 656, 657. Permission of graduate advisor is required.
- Educ 670 Principles and Administration of Guidance 3 sem. hrs.**
 A survey of the history, nature, purposes, functions, principles and practices of organized guidance in our educational system. Required for counselors in secondary schools.
- Educ 671 Analysis of the Individual 3 sem. hrs.**
 A survey of the educational measurement movement; the principles and techniques of constructing and improving teacher-made tests;

an appraisal of intelligence, aptitude, achievement, and interest tests relative to their validity, reliability, administration and interpretation. Required for counselors in secondary schools.

- Educ 672 Vocational Guidance 3 sem. hrs.**
Required for counselors in the secondary school.
- Educ 673 Research in Guidance 3 sem. hrs.**
Permission of instructor required.
- Educ 674 Educational and Occupational Information 3 sem. hrs.**
A study of various types of published information and multisensory materials, various occupational classification systems, methods of collecting, classifying, evaluating, and using occupational information. Required for counselors in secondary schools.
- Educ 675 Counseling Theory and Practice 3 sem. hrs.**
Theories and techniques of counseling with consideration given to the principles, practices, tools, problems, and evaluation of counseling. Required for counselors in secondary and elementary schools.
- Educ 676 Group Processes 3 sem. hrs.**
The nature, importance, and types of group guidance in a guidance program; an intensive study of the contents, materials and techniques utilized in group guidance. Required for counselors in the secondary school.
- Educ 677 Consultation 3 sem. hrs.**
This course is designed to develop competencies based on theoretical and practical experiences of a consultative nature. The focus is on theory, models, and the process of consultation.
- Educ 679 Practicum in Guidance 3 sem. hrs.**
A planned program of supervised field experiences in a work setting similar to that in which the individual expects to function as a counselor. Trainees will perform increasingly complex guidance and counseling functions as they are judged competent to do so in consultation with supervisory staff. Practice in group and individual counseling will be reviewed through video and audio tapes. Permission of instructor required. Required for counselors in the secondary school.
- Educ 680 Principles and Administration of Elementary School Guidance 3 sem. hrs.**
Required for counselors in the elementary school. See description for Educ 670.
- Educ 681 Analysis of the Elementary School Pupil 3 sem. hrs.**
Required for counselors in the elementary school. See description for Educ 671.
- Educ 684 Orientation to the World of Work 3 sem. hrs.**
Required for counselors in the elementary school. See description for Educ 674.
- Educ 686 Group Processes in the Elementary School 3 sem. hrs.**
Required for counselors in the elementary school. See description for Educ 676.
- Educ 687 Advanced Child Psychology: Child Growth and Development 3 sem. hrs.**
A thorough study of child behavior from birth through the elementary school age with reference to the recognition and development of the various traits of personality prior to the onset of puberty. Required for counselors in the elementary school.
- Educ 689 Practicum in Guidance: Elementary 3 sem. hrs.**
Required for counselors in the elementary school. Permission of instructor required. See description for Educ 679.

MUSIC

DEAN AND GRADUATE CHAIRMAN: David P. Swanzy, Ph.D.

PROFESSORS: Charles E. Braswell, Elise Cambon, Michael J. Carubba, Patrick McCarty, Clement McNaspy, S.J.

ASSOCIATE PROFESSORS: Arthur G. Cosenza, Harvey M. Olin, Larry Wyatt

ASSISTANT PROFESSORS: Joseph Hebert, Harry McMurray, S.J., Janet S. Martin, Esther M. Olin, Joan M. Purswell

INSTRUCTORS: Anthony A. Decuir, William P. Horne, H. Jac McCracken

The College of Music offers three graduate degrees: the Master of Music in applied music (voice, piano, organ, harpsichord, woodwind, brass, percussion or stringed instruments); the Master of Music Education; and the Master of Music in Music Therapy.

The Master of Music degree is designed for students who wish to become professional performers or accompanists, or who wish to teach applied music at an advanced level.

The Master of Music Education degree is designed primarily for members of the elementary or secondary teaching professions. The intent of the degree is the development of professional leadership capabilities with emphasis on scholarly research.

The Music Therapy department offers a program of graduate study designed to provide students with the opportunities to achieve advanced professional, behavioral and musical knowledge. In addition, techniques of scholarly writing and research are emphasized.

ADMISSION

Admission to graduate studies allows the student to enroll for graduate courses but does not ensure that the student will be accepted as a degree candidate.

ADMISSION TO CANDIDACY

To be admitted to candidacy for a particular degree program, the applicant must satisfy the following requirements:

Master of Music

- a. Bachelor of music degree (or equivalent) from a recognized institution. Students holding music degrees with majors other than applied music also may pursue this degree, provided that competencies normally expected of the bachelor of music graduate are in evidence.
- b. Completion of 12 semester hours of graduate course work with a minimum grade point average of 3.0.

- c. Completion of the undergraduate program test. This test is to be taken prior to or during the first semester of enrollment. The test is administered by the chairman, department of theory and composition. Test results are to be sent to the Chairman of the Graduate Division, College of Music.
- d. Audition on the major instrument and a piano proficiency examination.
- e. Applicants not meeting graduate standards as cited above will be required to make up deficiencies. Deficiencies may be removed by examination or by completion of the appropriate undergraduate courses with a grade of B or higher.

Master of Music Education

- a. Bachelor of music education degree (or equivalent) and teacher certification in the State of Louisiana.
- b. Completion of 12 semester hours of graduate course work with a minimum grade point average of 3.0.
- c. Completion of the Miller Analogies Test. This test is administered by the department of education. For dates and times of testing, call the education department (865-3540).
- d. Completion of the undergraduate program test. This test is to be taken prior to or during the first semester of enrollment. The test is administered by the chairman, department of theory and composition. Test results are to be sent to the Chairman of the Graduate Division, College of Music.
- e. Audition in the primary area of performance. For the audition, consult the chairman, department of applied music.

Master of Music in Music Therapy

- a. Bachelor of Music Therapy degree (or equivalent).
- b. Psychological evaluation.
- c. Completion of the Miller Analogies test. This test is administered by the department of education. For dates and times of testing, call the education department (865-3540).
- d. Completion of 12 semester hours of graduate course work with a minimum grade point average of 3.0.
- e. Functional music proficiency. Consult the chairman, department of music therapy.

POLICIES

Policies pertaining to graduate study in the College of Music are set forth in a document entitled "Instructions for Graduate Students, College of Music," available from the Office of the Dean, College of Music.

RESIDENCE

Graduate degrees offered by the College of Music require a minimum of one semester, or its equivalent in summer terms, as a full-time

student. Ordinarily, two summer terms will be interpreted as meeting this minimum requirement. A student may enroll for a maximum of 13 semester hours during the regular term and a maximum of nine semester hours during the summer session. A full-time teacher who wishes to take courses during the regular term may enroll for a maximum of six hours per semester.

MASTER OF MUSIC

The Master of Music in applied music consists of a minimum of 32 semester hours in advanced and graduate courses in the following areas.

- I. Applied Music 14-16 sem. hrs.

Required Courses:

Mus 627-628 — Applied Music	6 sem. hrs.
Mus 793-794 — Recital, Recital Document	6 sem. hrs.

Remaining hours are to be composed of 2-4 hours of ensemble. Two semester hours of ensemble must be in the major ensemble appropriate to the performing specialty. An additional two semester hours of ensemble may be taken in a major or chamber ensemble.

Mus 597-598 — Ensemble	2-4 sem. hrs.
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- II. Cognate Studies 12 sem. hrs.

Selected from following:

Mus 511 — Pedagogy of Theory	3 sem. hrs.
Mus 613 — Composition	3 sem. hrs.
Mus 615 — Advanced Scoring	3 sem. hrs.
Mus 517 — Style Analysis to 1900	3 sem. hrs.
Mus 518 — Style Analysis 1900 to the Present	3 sem. hrs.
Mus 531 — Choral Literature	3 sem. hrs.
Mus 532 — Solo Vocal Literature (other than opera)	3 sem. hrs.
Mus 533 — Opera Literature	3 sem. hrs.
Mus 535 — Keyboard Literature I	3 sem. hrs.
Mus 536 — Keyboard Literature II	3 sem. hrs.
Mus 537 — Orchestral Literature	3 sem. hrs.
Mus 539 — Chamber Music Literature	3 sem. hrs.
Mus 541 — Keyboard Pedagogy	3 sem. hrs.
Mus 542 — Vocal Pedagogy	3 sem. hrs.
Mus 543 — String Pedagogy	3 sem. hrs.
Mus 544 — Woodwind Pedagogy	3 sem. hrs.
Mus 545 — Brass Pedagogy	3 sem. hrs.
Mus 546 — Choral Pedagogy	3 sem. hrs.
Mus 561 — Advanced Choral Conducting	3 sem. hrs.
Mus 563 — Advanced Instrumental Conducting	3 sem. hrs.
Mus 581 — Music History — Medieval-Renaissance	3 sem. hrs.
Mus 582 — Music History — Baroque	3 sem. hrs.
Mus 583 — Music History — Classical	3 sem. hrs.
Mus 584 — Music History — Romantic	3 sem. hrs.
Mus 585 — Music History — Contemporary	3 sem. hrs.

- III. Electives 4-6 sem. hrs.
 Electives may be chosen from the above or other graduate music course offerings. With the approval of the Chairman of the Graduate Division of the College of Music, students may take courses outside the College of Music to fulfill elective requirements.
- IV. In addition to the recital and recital document, the candidate must complete written and oral comprehensive examinations.

MASTER OF MUSIC EDUCATION

The candidate for the Master of Music Education degree may select one of three different degree tracks which are described below.

Track I — This program is intended for the student interested in research and considering doctorate study. The degree requires a total of 30 semester hours, 3-4 of which are for the purpose of writing a thesis. An oral examination in defense of the thesis is required.

Track II — This program is intended for the candidate with strong emphasis and ability in performance. Requirements may be fulfilled by 36 semester hours of course work, six hours of which will be awarded for a recital/lecture program with accompanying written analysis.

Track III — This program offers the candidate the opportunity to fulfill his degree requirements by completing 36 semester hours of course work followed by written and oral examinations. In addition, he must display certain proficiencies, these being determined by the area of emphasis.

The selection of the proper track for a particular individual will be determined by the student in consultation with his advisor. This may be done after the completion of approximately 12 semester hours. Questions relating to degree programs or changes in degree programs for individuals, now enrolled will be answered upon request.

Courses are elected from the following areas:

- I. Music Education 10-18 sem. hrs.

Required Courses:

Mus 790 — Seminar in Research 1 sem. hr.

Mus 791 — Thesis 3-4 sem. hrs.

Mus 551 — Organization of School Music 3 sem. hrs.

Courses may be elected from the following to complete the required 10-15 hours:

Mus 454* — Psychology of Music I 3 sem. hrs.

Mus 543 — String Pedagogy 3 sem. hrs.

Mus 544 — Woodwind Pedagogy 3 sem. hrs.

Mus 545 — Brass Pedagogy 3 sem. hrs.

*Students may take a maximum of six hours of 400 level (undergraduate) courses which may apply to the graduate degree.

Mus 546 — Choral Pedagogy	3 sem. hrs.
Mus 553 — Music in Society	3 sem. hrs.
Mus 621 — Special Problems	2-3 sem. hrs.
Mus 656 — Research in Music Education	3 sem. hrs.
II. General Music	9-17 hrs.
To be selected from courses such as the following:	
Mus 511 — Pedagogy of Theory	3 sem. hrs.
Mus 517-518 — Style Analysis	3-6 sem. hrs.
Mus 531 — Choral Literature	3 sem. hrs.
Mus 537 — Orchestral Literature	3 sem. hrs.
Mus 561 — Advanced Choral Conducting	3 sem. hrs.
Mus 563 — Advanced Instrumental Conducting	3 sem. hrs.
Mus 597-598 — Ensemble	1-2 sem. hrs.
Mus 615 — Advanced Scoring	3 sem. hrs.
Mus 625-626 — Applied Music	2-4 sem. hrs.
Mus 793-794 — Recital, Recital Document	6 sem. hrs.
III. Education	3-9 hrs.
To be selected from courses such as the following:	
Educ 500 — Philosophy of Education	3 sem. hrs.
Educ 502 — Statistics in Education	3 sem. hrs.
Educ 566 — Preparation of Audiovisual Teaching Materials	3 sem. hrs.
Educ 604 — Advanced Educational Psychology	3 sem. hrs.
Educ 603 — Advanced Psychology of Adolescence	3 sem. hrs.
Educ 687 — Advanced Child Psychology	3 sem. hrs.

MASTER OF MUSIC IN MUSIC THERAPY

The Master of Music in Music Therapy consists of a minimum of 30 semester hours chosen from the following:

- I. Required Courses:

Psyc 403 — Experimental Design or	
Mus 677 — Statistics III	3 sem. hrs.
Mus 654 — Psychology of Music II	2 sem. hrs.
Mus 573 — Music Therapy VI	3 sem. hrs.
Mus 675 — Music Therapy VII	3 sem. hrs.
Mus 791 — Thesis	4-6 sem. hrs.
- II. Electives I

Mus 511 — Pedagogy of Theory	3 sem. hrs.
Mus 537 — Orchestral Literature	3 sem. hrs.
Mus 546 — Choral Pedagogy	3 sem. hrs.
Mus 615 — Advanced Scoring	3 sem. hrs.
Mus 625-626 — Applied Music	2-4 sem. hrs.

III. Electives II

Psyc 310* — Personality Theory	3 sem. hrs.
Psyc 402 — Psychopathology	3 sem. hrs.
Educ 603 — Advanced Psychology of Adolescence	3 sem. hrs.
Educ 670 — Principles and Administration of Guidance	3 sem. hrs.
Educ 687 — Advanced Child Psychology	3 sem. hrs.

In addition to the required or core courses, a minimum of five hours must be selected from subjects similar to those listed in electives I, and a minimum of nine hours selected from subjects similar to those listed in electives II. A comprehensive oral examination, including defense of the thesis, is required for graduation.

MUSIC COURSES

Mus 453	Music Therapy V Affective response to music; perception of musical stimuli; physiological response to music; tests and measures in music; and musical acoustics.	4 sem. hrs.
Mus 454	Psychology of Music I Acoustics of music; sound waves and their characteristics; vibratory sources of sounds; anatomy of hearing; neural auditory connections to the cortex; the psychology of tone; nature of the aesthetic experience; tests of musicality and talent.	3 sem. hrs.
Mus 511	Pedagogy of Theory Presentation of the various approaches to the teaching of theory with special emphasis on primary and secondary levels. Auditing of undergraduate theory classes is required.	3 sem. hrs.
Mus 517	Style Analysis I Theoretical analysis of selected works in correlation with historical development of compositional practices. The effect of theoretical understanding and historical milieu upon performance is emphasized. Prerequisite: permission of instructor.	3 sem. hrs.
Mus 518	Style Analysis II Theoretical analysis of selected works of the 20th Century with emphasis upon how modern techniques of composition evolved from their musical ancestors. Prerequisite: Mus 517.	3 sem. hrs.
Mus 531	Choral Literature Extensive study of choral literature and style from the Middle Ages to the present.	3 sem. hrs.
Mus 532	Solo Vocal Literature A survey of solo vocal literature other than opera from the Baroque to the present.	3 sem. hrs.

*Six hours of 300 level (undergraduate) courses may be elected to apply to the graduate degree. An additional three hours of senior level psychology may be taken to fulfill requirements for electives II.

- Mus 533 Opera Literature 3 sem. hrs.**
Survey of opera and its forerunners from the 16th Century to the present. Works in the active repertoire and of signal historical impact will be given a major attention.
- Mus 535 Keyboard Literature I 3 sem. hrs.**
Keyboard music from the Elizabethan Virginal School through the French Clavecinists; the late German Baroque masters, Bach and Handel; required listening.
- Mus 536 Keyboard Literature II 3 sem. hrs.**
Keyboard music from pre-classical composers through the present day, required listening.
- Mus 537 Orchestral Literature 3 sem. hrs.**
Survey of orchestral literature from the Baroque to the present including stylistic analysis of selected works.
- Mus 539 Chamber Music Literature 3 sem. hrs.**
An intensive survey of the accumulated chamber works of the originators of the medium and of the great masters that have followed.
- Mus 541 Keyboard Pedagogy 3 sem. hrs.**
Teaching materials and literature suitable for the upper intermediate and advanced levels; discussion of the musical and technical problems of these levels and various pedagogical approaches to these problems.
- Mus 542 Vocal Pedagogy 3 sem. hrs.**
A survey of the various approaches to the teaching of singing with emphasis on the physiology and acoustics of the voice.
- Mus 543 String Pedagogy 3 sem. hrs.**
A comprehensive study of the teaching methods of the past and the present. Special emphasis is placed upon the Suzuki pedagogical system. The student is required to acquire such basic resource material that is the necessary companion to the well prepared teacher of classroom and studio. Several sessions will deal with string instrument maintenance, such as: gluing, soundpost making and setting, bridge making and placement, tone modification.
- Mus 544 Woodwind Pedagogy 3 sem. hrs.**
Problems related to the teaching of woodwind instruments; mechanical and acoustical problems; instructional materials solo and ensemble literature.
- Mus 545 Brass Pedagogy 3 sem. hrs.**
Problems and procedures in the teaching of brass instruments; historical development; acoustical considerations; methods and instructional materials; literature.
- Mus 546 Choral Pedagogy 3 sem. hrs.**
Choral organization problems, blend, balance, intonation and vocal production; interpretation of literature; program building; rehearsal psychology.
- Mus 551 Organization of School Music 3 sem. hrs.**
A study of Music Education, its historical development, its position in the context of educational philosophy and psychology, recent trends and the place of music in the school curriculum; criteria for the evaluation of activities, courses, materials, and methods in a well-balanced program of music.

- Mus 553 Music in Society 3 sem. hrs.**
A study of musical aesthetics as related to the social and political development of Western Man: Origins of aesthetic thought, Plato, Aristoxenus; Roman, Patristic and Reformation theories; Aesthetics and empiricism; Modern sociological and psychological contributions.
- Mus 561 Advanced Choral Conducting 3 sem. hrs.**
A detailed study of advanced conducting problems; special emphasis on score reading and analysis; contemporary literature, style and interpretation.
- Mus 563 Advanced Instrumental Conducting 3 sem. hrs.**
Conducting techniques; score reading and analysis; literature, style and interpretation.
- Mus 573 Music Therapy VI 3 sem. hrs.**
Seminar. Techniques of scientific writing and data collection. One hundred and twenty research abstracts in addition to completion of an experimental research project are required.
- Mus 581 Music History — Medieval, Renaissance 3 sem. hrs.**
A study of the music, the philosophical ideas and theoretical practices from Antiquity through the Renaissance with an emphasis on direct exposure to the music itself and available source materials.
- Mus 582 Music History — Baroque 3 sem. hrs.**
A study of the music from 1580-1759 beginning with the works of Giovanni Gabrieli and culminating with those of Bach and Handel. Emphasis will be placed on the evolution and development of opera, chamber vocal and instrumental forms, the baroque concerto and keyboard music.
- Mus 583 Music History — Classical 3 sem. hrs.**
The scope of this course will begin with the work of pre-classical composers and extend through the first period of Beethoven. The emphasis will be placed on the evolution of the classical sonata and the development of opera.
- Mus 584 Music History — Romantic 3 sem. hrs.**
A study of nineteenth century musical forms beginning with the second period of Beethoven and extending to Debussy.
- Mus 585 Music History — Contemporary 3 sem. hrs.**
The scope of this course will extend from Debussy to the present date. The emphasis will be on the works of the avant garde composers of the second half of the century.
- Mus 597-598 Ensemble 1-2 sem. hrs.**
May consist of chorus, orchestra, band, opera workshop, or smaller ensemble.
- Mus 613 Composition 3 sem. hrs.**
Free composition acceptable to the instructor. A multimovement chamber work or a single movement for a major ensemble is required. Prerequisite: evidence of extensive undergraduate compositional experience in neo-tonal and serial techniques.
- Mus 615 Advanced Scoring 3 sem. hrs.**
The study of scoring for various media such as concert band, chorus, string orchestra, and full orchestra; course structured to individual student's need and interest.

- Mus 621 Special Problems** 2-3 sem. hrs.
Individual study in an area of interest and significance under the supervision of a faculty member.
- Mus 625-628 Applied Music** 2-6 sem. hrs.
Private study. The student must display a minimum level of performing ability on his designated major instrument (including voice).
- Mus 654 Psychology of Music II** 2 sem. hrs.
Techniques and instrumentation for research in the psychology of music. Lecture and laboratory.
- Mus 656 Research in Music Education** 2-5 sem. hrs.
Original investigations in the field of music education.
- Mus 675 Music Therapy VII** 3 sem. hrs.
Seminar. Original investigations in the field of music therapy.
- Mus 677 Statistics III** 3 sem. hrs.
Non-Parametric statistics, complex analysis of variance, multiple correlation techniques. Independent study.
- Mus 790 Seminar in Research** 3 sem. hrs.
Required of all Master's candidates, enrollment must be concurrent with the student's first semester in the graduate program; techniques in research and writing crucial to the completion of the thesis.
- Mus 791 Thesis** 3-6 sem. hrs.
Research; required of students electing Track I of the Master of Music Education program and for the Master of Music Therapy program.
- Mus 793-794 Recital, Recital Document** 6 sem. hrs.
Performance and written analysis of selected works; required of candidates enrolled in the Master of Music program and electing Track II of the Master of Music Education program.



STUDENT LIFE

Student Life at Loyola is based on the philosophy that education occurs in the context of total human development. Development of the whole person involves not only the intellectual development of the student but also the moral, social, cultural, and physical development of the individual. Programs and services exist which provide opportunities for this total educational experience.

ACADEMIC COUNSELING

Each student at Loyola is assigned an academic adviser, a full-time faculty member, who will assist the student in planning his schedule, and who will discuss with him the problems he may encounter in his academic career. The student should see his adviser at least twice a semester.

COUNSELING AND CAREER DEVELOPMENT

The Counseling and Career Development Center administers a program of personal, educational, and vocational counseling and testing services to all registered students. It is intended to serve students who want and need professional assistance with career plans, academic goals, or with personal-emotional difficulties affecting their adjustment, motivation, and feelings. This service is offered on an individual and confidential basis.

Job placement is another primary function of the center. A file of available jobs is maintained to assist students seeking part-time work and summer jobs. An active job placement program is run for students seeking full-time employment upon graduation.

For the international student, the center has a counselor to advise and coordinate activities of interest and assistance to these scholars.

SPIRITUAL LIFE

Loyola University is a Catholic Jesuit university. Toward this end, Campus Ministry strives for the complete integration of Catholic and Jesuit spiritually within the entire university community. Members of this staff strive for total availability and a person-centered rather than a project-centered ministry. They are available at all times to guide, counsel, and advise.

STUDENT HOUSING

Loyola operates two residence halls on campus, Biever Hall for men and Buddig Hall for women. Both residences were designed for and primarily house undergraduate students but graduate students are housed on a space available basis. There are no accommodations for married students on campus.

Biever Hall is a six story residence with a capacity of housing 410 men. It is centrally heated and air conditioned. All rooms are for double occupancy and are furnished with two closets, two single beds, two chests of drawers, two desks, and a telephone. When space permits, double rooms may be occupied as singles for an extra semester charge. Mail boxes, laundry facilities, study lounges, recreation and television rooms are located within the residence hall. Jesuit priests, living on each floor, are available for counseling.

Buddig Hall is a twelve story residence with a capacity of accommodating 429 women. Each suite houses four students in double rooms with a shared bath and individual heating and air-conditioning controls. Each room is furnished with basin vanities, two single beds, two desks, two closets, two chests of drawers, a bulletin board, and a telephone. A limited number of private rooms with baths are available. These single rooms are assigned to upperclassmen who have previously resided in the hall. Study rooms, laundry facilities, recreation rooms, mail boxes, and a community kitchen are located within the residence hall. Three women religious reside in Buddig Hall and are available for counseling.

Residents of both residence halls are subject to the housing policies which are promulgated in the *Student Handbook*. Supervision is provided by full-time resident directors and a staff of resident assistants in each hall.

Requests for accommodations should be forwarded directly to the Housing Office following receipt of acceptance. Reservations are confirmed only after receipt of a signed contract and a \$50 housing deposit, which is not refundable in the event the student cancels. Housing contracts are for both the fall and spring semesters.

STUDENT HEALTH SERVICE

Loyola's health service is for both resident and nonresident, full-time and part-time students who have provided the health service with a completed medical history form. The health service is directed by a medical doctor and is staffed by a registered nurse, Monday thru Friday from 8:30 a.m. to 4:45 p.m. Four days a week, a physician is available during designated hours to see students. Emergency evening, weekend, and holiday care is under the supervision of a licensed practical nurse who resides on campus. Treatment by health center personnel is provided at no charge to the student. Medicines, referrals to off-campus medical specialists, laboratory tests, and hospitalization are at the student's expense. All services provided and communications with medical personnel are confidential as dictated by the medical code of ethics.

For good cause, the university may require a physical or psychiatric examination while a student is in attendance. Results of these examinations may be used to determine a student's suitability to continue in attendance at the university.

HEALTH INSURANCE

The university sponsored health insurance program covering sickness and accident is strongly recommended for all students, especially those

students who are from out-of-town. The group plan covers a student for 12 months for a yearly premium. Plans for married students and their families are also available. Information and premium rates are sent to all students each summer by the insurance company. Those failing to receive health insurance information by mail may get details on it from the Student Health Service.

IDENTIFICATION CARDS

Picture identification cards are made during the registration period. These cards are used for admittance to campus events, sometimes free or at reduced rates, and for other activities.

Students must obtain these Loyola identification cards and have them on their persons at all times to present to university officials on demand. Loan of the card to anyone is prohibited. Use of another's card subjects the user, and the loaner, to a fine and/or disciplinary action. Lost or stolen cards must be reported immediately to the director of the University Center. Replacement cards are \$3.

STUDENT ACTIVITIES

There are approximately 71 student organizations recognized and active on the Loyola campus. They are classified in the following categories: club sports, social fraternities, honorary fraternities and organizations, professional and academic societies, religious organizations, service organizations, social sororities, special interest organizations, and student communications media. A complete listing of all recognized organizations is contained in the *Student Handbook*.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association consists of elected members representing the four colleges and the School of Law. The SGA acts as the voice of the student body to the university. Through this body, students act as members on most of the university committees in an effort to insure input in areas of student concern. The SGA sponsors programs and services as well as funding student organizations of the university. Meetings of the SGA are held once a week and are open to all students and members of the university community.

THE UNIVERSITY CENTER AND STUDENT UNION

The University Center, known at Loyola as the Danna Center, and the Student Union are closely aligned in that the Student Union is the governing body of the center.

Objectives established for Danna Center by the Student Union aim at making it a campus center where all members of the university can meet, formally and informally; providing services and facilities to the university; complimenting the educational goals of Loyola by providing cultural, social, and recreational programs; and maintaining the center as an open forum where all sides of issues may be aired.

The facilities of the Danna Center provide the environment for Student Union, student government, and student organization activities. In



addition to housing food service facilities, lounges, recreational areas, art gallery, Student Affairs offices, student organization offices, and a book store are located in the center.

RECREATION AND INTRAMURAL SPORTS

The Recreation and Intramural Sports program offers a comprehensive sports program, which provides students with opportunities for self-directed recreation, competitive sports, and leisure time activities in some form of physical exercise. The program of activities is designed to provide every student, regardless of ability, the occasion to participate in the program. The university also cooperates in the sponsorship of several club sports which compete with other universities and athletic organizations.

ADMINISTRATORS

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 Assistant to the President
 for Government Relations Rev. John Keller, S.J.*
 Assistant to the President
 for Public Relations Rev. Daniel W. Partridge, S.J.
 Advanced Institutional
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ACADEMIC AFFAIRS

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 College of Business Administration Joseph M. Bonin, Ph.D., *Dean*
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 City College Walter S. Maestri, M.A., *Dean*
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 College of Music David P. Swanzy, Ph.D., *Dean*
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 Institute of Human Relations Rev. David A. Boileau, Ph.D., *Director*
 Institutional Research John F. Sears, M.B.A., *Director*

*On leave as president of the Association of Independent Colleges and Universities of Louisiana.

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 Registrar..... James A. Duplass, Ph.D.
 SCOPE Sterling Cincore, M.A., *Director*
 Upward Bound Mattie M. Stone, M.Ed., *Director*

STUDENT AFFAIRS

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 Assistant to the Vice President..... Joseph K. Kavanaugh, M.A.
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 Development Marjorie McDachowski, Ph.D., *Director*
 International Student Affairs Claire Paolini, M.A., *Coordinator*
 Financial Aid and Scholarships E. P. Seybold, Jr., J.D., *Director*
 Housing..... Edgar Maxwell, M.Ed., *Director*
 Recreation and Intramural Sports..... James J. Mains, III, M.Ed., *Director*
 Security Francis B. Oschmann, B.B.A., *Director*
 Student Health Service Jack Ruli, M.D., *Director*
 University Center and
 Student Activities Manuel R. Cunard, M.A., *Director*

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 Computer Center Kenneth L. Beasley, E.E.B.S., *Director*
 University Services..... J. D. McCulla, *Manager*
 Personnel Thomas R. Preston, *Director*
 Physical Plant Manuel M. Vega, Jr., *Director*
 Purchasing..... Edward H. Bravo, *Director*

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 Alumni Affairs Lynne H. Neitzschman, M.Ed., *Director*
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Vice President for Communications Rev. Francis A. Benedetto, S.J., Ph.D.
 Vice President for Broadcasting..... J. Michael Early, J.D.

GRADUATE FACULTY

- RONALD P. ALLISON, S.J., M.B.A.**, *Associate Professor of Business Administration*.
B.S., Indiana University, 1958; M.B.A., Loyola University, New Orleans, 1971.
- CLAIRE J. ANDERSON, Ph.D.**, *Assistant Professor of Public Administration and Management*.
B.A., University of Maryland, 1967; M.B.A., American University, 1970; Ph.D., University of Massachusetts, 1976.
- ALVIN J. AUBRY, Ed.D.**, *Associate Professor of Education*.
B.A., Xavier University, 1937; M.A., Ibid., 1950; Ed.D., University of Indiana, 1963.
- JESSE T. BARFIELD, Ph.D.**, *Associate Professor of Accounting*.
B.S., Florida State University, 1961; M.A., Ibid., 1963; Ph.D., Louisiana State University, 1971.
- JAMES H. BASKETT, Ph.D.**, *Assistant Professor of Economics*.
B.B.A., Texas Tech University, 1961; M.A., Ibid., 1966; M.B.A., West Texas State University; Ph.D., University of Arizona, 1976.
- WILLIAM BARNETT, Ph.D.**, *Assistant Professor of Economics, Assistant Dean — Director of Public Administration of the College of Business Administration*.
B.B.A., Loyola University, New Orleans, 1967; Ph.D., Michigan State University, 1974.
- E. LETITIA BEARD, Ph.D.**, *Professor of Cellular Physiology*.
B.A., Texas Christian University, 1952; B.S., Ibid., 1953; M.T. (A.S.C.P.), 1953; M.S., Texas Christian University, 1955; Ph.D., Tulane University, 1961.
- JOSEPH M. BONIN, Ph.D.**, *Professor of Finance and Economics; Dean of the College of Business Administration*.
B.S., Spring Hill College, 1950; M.A., Louisiana State University, Baton Rouge, 1952; Ph.D., Ibid., 1960.
- ALLEN I. BOUDREAUX, M.B.A.**, *Professor of Accounting*.
B.S., Loyola University, New Orleans, 1942; M.B.A., Louisiana State University, 1950; C.P.A., 1953.
- CONRAD A. BOURGEOIS, M.B.A.**, *Visiting Assistant Professor of Accounting*.
B.B.A., Tulane University, 1947; M.B.A., Ibid., 1955; C.P.A., 1964; J.D., Loyola University, 1976.
- CHARLES E. BRASWELL, Mus.M.**, *Professor of Music Therapy, Chairman of the Department*.
B.M., North Texas State University, 1950; Mus.M., American Conservatory of Music, Chicago, 1952; R.M.T., Kansas University and the Menninger Clinic, 1956.
- LORYNNE CAHN, M.Ed.**, *Associate Professor of Education*.
B.S., New York University, 1950; M.Ed. Loyola University, New Orleans, 1969.
- ELISE CAMBON, Ph.D.**, *Professor of Organ*.
B.A., Newcomb College, 1939; Mus.M., University of Michigan, 1947; Ph.D., Tulane University, 1975.
- JAMES C. CARTER, S.J., Ph.D.**, *Associate Professor of Physics; President*.
B.S., Spring Hill College, 1952; M.S., Fordham University, 1953; Ph.D., The Catholic University of America, 1956; S.T.L., Woodstock College, 1959.

MICHAEL J. CARUBBA, Mus.M., *Professor of Applied Music; Chairman of the Department.*
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JOHN E. CAVE, Ph.D., *Associate Professor of Management; Assistant Dean of the College of Business Administration.*
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JOHN F. CHRISTMAN, Ph.D., *Professor of Biochemistry; Director of Graduate Studies and Research.*
B.S., Notre Dame University, 1944; M.A., Indiana University, 1946; M.S., University of Tennessee, 1948; Ph.D., Ibid., 1950.

RONALD C. CHRISTNER, Ph.D., *Assistant Professor of Finance.*
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Ornstein School of Music, 1948; American Theatre Wing, New York, 1950.

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B.E.E., Detroit University, 1949; B.B.A., Loyola University, New Orleans, 1949; M.B.A., Harvard University, 1949.

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THOMAS F. GRIFFIN, III, Ph.D., *Associate Professor of Marketing.*
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B.M.E., Loyola University, New Orleans, 1963; Mus.M., Manhattan School of Music, 1965; Cand. Ph.D., University of Mississippi.

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- ROBERT J. KELLER, Ph.D.,** *Associate Professor of Accounting.*
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- KAMEL T. KHALAF, Ph.D.,** *Professor of Entomology.*
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- G. WALLACE LEFTWICH, M.B.A.,** *Professor of Accounting.*
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- ROLAND LESSEPS, S.J., Ph.D.,** *Associate Professor of Biology.*
B.S., Spring Hill College, 1958; Ph.D., Johns Hopkins University, 1962.
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- JANET SITGES MARTIN, Cand. Ph.D.,** *Assistant Professor of Piano and Theory.*
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- PATRICK McCARTY, Ph.D.,** *Professor of Theory and Composition; Chairman of the Department.*
B.M., West Virginia University, 1952; Mus.M., Eastman School of Music, Rochester, 1953; Ph.D., Ibid., 1958.
- HUBERT J. McCracken, JR., M.M.,** *Instructor in Music.*
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- HARRY McMURRAY, S.J., M.Mus.,** *Assistant Professor of Piano.*
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- CLEMENT J. McNASPY, S.J., Mus.Doc.,** *University Professor.*
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- JAGDISH M. MEHTA, Ph.D.,** *Assistant Professor of Business Administration.*
B. Tech., Indian Institute of Technology, 1968; M.S., Michigan State University, 1969; M.B.A., Ibid., 1970; Ph.D., Ibid., 1975.
- JOHN W. MEREDITH, Ph.D.,** *Associate Professor of Business Administration.*
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- WALTER G. MOORE, Ph.D.,** *Professor of Biology.*
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- FRANK W. OGLESBEE, Ph.D.,** *Associate Professor of Communications.*
B.A., Northeast State College, 1962; M.A., University of Missouri, 1965; Ph.D., Ibid., 1969.
- ESTHER M. OLIN, Mus.M.,** *Assistant Professor of Theory and Violin.*
B.M., Wheaton College, 1956; Mus.M., Indiana University, 1961.

- HARVEY M. OLIN, D.M.A.**, *Associate Professor of Music.*
B.M., Wheaton College, 1956; M.M., Eastman School of Music, 1961; D.M.A., Louisiana State University, 1973.
- MARGARET ALUMKAL PARANILAM, Ph.D.**, *Associate Professor of Management.*
B.A., St. Teresa's College, 1954; M.B.A., DePaul University, 1962; Ph.D., University of Nebraska, 1967.
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- JAGDISH M. UPADHYAY, Ph.D.**, *Associate Professor of Microbiology.*
B.Pharm., Gujarat University, India, 1951; M.S., University of Michigan, 1957; Ph.D., Washington State University, 1963.
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THE STORY OF LOYOLA UNIVERSITY

The Jesuits were among the earliest settlers of New Orleans and Louisiana. A Jesuit chaplain accompanied Iberville on his second expedition. The fathers are credited with introducing the growing of sugar cane to Louisiana, paving the way for one of the state's prime industries. They probably brought this from their West Indies farms and planted it on the plantation they bought from former Governor Bienville in 1725. This tract, used by the fathers as a staging area or supply base for their activities in ministering to the needs of settlers and Indians in the up-country, was located "across the common" (now Canal Street), running along the river to about Jackson Ave. When the Jesuit order was banned from the French colonies in 1763, the land was sold at public auction.

The city's leaders, including Bienville, had long hoped for a Jesuit college. After the Jesuit order was restored, the Bishop of New Orleans implored the Jesuits in France to come to the city. In 1837 seven Jesuit priests arrived. After weighing several sites, they decided that Grand Coteau, in St. Landry Parish, was a better site for their boarding college than the fever-ridden city.

Meanwhile, New Orleans continued its dramatic growth, despite yellow fever. The desire for a Jesuit college here intensified in both the citizens and the fathers. In 1847 the priests bought a small piece of the same land they owned nearly a century before and in 1849 the College of the Immaculate Conception opened its doors at the corner of Baronne and Common Streets.

This college became a well established and beloved institution. As the city grew, however, it became obvious to Rev. John O'Shanahan, S.J., superior general of the province, that the downtown area would become too congested for a college. He began looking for a suburban site.

The Cotton Centennial Exposition in 1884 had given impetus to the development of the uptown section of the city, especially around Audubon Park. This area was reached by the New Orleans and Carrollton Railroad which ran from Lee Circle to the City of Carrollton on the present roadbed of the St. Charles streetcar line. Father O'Shanahan learned that a large site directly across from the park was available. This was the site of the Foucher Plantation, owned by Paul Foucher, son of a New Orleans mayor and son-in-law of Etienne de Bore, famed as the granulator of sugar from cane syrup.

The entire Foucher site was offered to Father O'Shanahan for the sum of \$75,500. It included the land now occupied by Loyola and Tulane universities, Sophie Newcomb College, and Audubon Place. The priest's advisors dissuaded him from purchasing this lest the acquisition of such a large tract bring on the charge of commercialism. He acceded, but said

later he wished he had not since he could have within 10 days sold enough of the property "to pay for the entire tract I bought and to put aside a sinking fund for the education of our young men."

The section of the Foucher estate Father O'Shanahan bought in 1886 fronted on St. Charles and ran approximately to the Claiborne canal. It was purchased with the assistance of Chief Justice Edward Douglass White, a Jesuit alumnus, and the Brousseau family.

The price was \$22,500, paid in three installments at six percent interest. On the day the act was signed, the fathers were offered \$7,500 more for the property.

In May, 1890 the parish of Most Holy Name of Jesus was established for the area. Rev John Downey, S.J., was the first pastor. A frame church, known affectionately among Orleanians as "Little Jesuits," was built and Mass was celebrated in it in May, 1892.

In 1904, the long-planned Loyola College, together with a preparatory academy, opened its doors. First classes were held in a residence located to the rear of the church on what is now Marquette Place. First president was the Rev. Albert Biever, S.J., who was appointed by the provincial, Rev. William Power, S.J.

The college grew steadily. Father Biever promised and did give a holiday when the student body reached 50. In 1907 Father Biever called a meeting of prominent Catholic laymen to plan for a new building. Acting chairman was W. E. Claiborne. Out of this group grew the Marquette Association for Higher Education with B.A. Oxnard as chairman. This group, with the assistance of its ladies auxiliary, was responsible for the building in 1910 of Marquette Hall, queen of Loyola's buildings and centerpiece of its campus horseshoe.

Strongly encouraged by Archbishop Blenk and prominent New Orleanians, the Jesuits and the Marquette Association had several years previously begun to make plans for expansion to a university.

In 1911 the Jesuit schools in New Orleans were reorganized. Immaculate Conception College became exclusively a college preparatory school and was given the preparatory students of Loyola College. The downtown institution relinquished its higher departments — what are now known as college programs — to Loyola, which was in the process of becoming a university.

On May 28, 1912, a bill was introduced in the Louisiana Senate by Senator William H. Byrnes, Jr. of Orleans Parish which proposed to grant a university charter to Loyola. It was passed unanimously and sent to the State House of Representatives. There was some backstage opposition and Father Biever, fearing a fatal snag, made an impassioned speech to the house. The bill passed and on July 10, 1912, the governor signed the act authorizing Loyola to grant university degrees.

Under the direction of the dynamic Father Biever and with the advice and financial support of New Orleans citizens, the new university grew dramatically. Thomas Hall, residence for the fathers, was dedicated in 1912. The new church known as the McDermott Memorial, with its soaring tower arose in 1913.

In that year also the New Orleans College of Pharmacy, incorporated in 1900 by its founder, Dr. Philip Asher, chose to affiliate with Loyola. In

1919 the college merged completely with the university. The college was discontinued in 1965.

The School of Dentistry was organized in 1914 with Dr. C. Victor Vignes as first dean. First classes were held in Marquette Hall. The school was transferred to Bobet Hall when that building was completed in 1924. The college was phased out between 1968 and 1971 and picked up a class a year by the Louisiana State University Medical Center.

The School of Law was also established in 1914 with Judge John St. Paul as founding dean. First classes were held at night in Alumni Hall near the College of Immaculate Conception. However, after the first year they were moved to the new university. In 1973 the Law School moved into an ultra-modern building specifically designed for that purpose.

Dr. Ernest Schuyten had founded the New Orleans Conservatory of Music and Dramatic Art in 1919. It was first located at Felicity and Coliseum Streets, and later moved to Jackson Ave. and Carondelet St. It was incorporated into Loyola University in 1932 as the College of Music. The next year it moved to its present home on campus with Dr. Schuyten as dean.

From 1926 to 1947 a four year degree program leading to a bachelor of science degree in economics was offered by the College of Arts and Sciences. In 1947 the department of commerce of A & S expanded into the full-fledged College of Business Administration granting a bachelor of business administration degree. The college moved into Stallings Hall, its present home, shortly thereafter. Dr. John V. Conner was the first dean. In 1950 the college was admitted to associate membership in the American Assembly of Collegiate Schools of Business, and in 1957 the college was admitted to full membership.

The university thus has a colorful and distinguished history marked by the zeal and scholarship of the Jesuit fathers and the valued advice and support of leading citizens of New Orleans. Hundreds of the city's top leaders received their education from the Jesuits at Loyola University, or its predecessor, the College of the Immaculate Conception. Teachers, scientists, attorneys, pharmacists, musicians, and business executives call Loyola their alma mater.

Loyola has a colorful sports history. The doubledecker stadium on Freret St. was the scene of exciting football games, including the first collegiate night game in the south. Olympic and national champions have worn the maroon and gold. Intercollegiate athletics was discontinued in 1972.

Loyola in 1964 completed major physical plant expansion with the dedication of three new buildings, a 404-student men's residence hall, a university center named "Dr. Joseph A. Danna Student Center," and a central heating cooling plant. In 1967 Buddig Hall, a 412-student women's residence, was dedicated.

In 1969, the university completed the largest academic structure in its history, the 180,000 square feet Science Complex. This impressive structure houses science oriented departments and the science library.

In 1909 a Jesuit priest named Kunkel constructed a wireless receiver and then a spark-gap transmitter on the campus as part of the physics department. By 1922 Loyola faculty and students constructed a 10-watt radio

station on campus and on the evening of March 31, after receiving a license, broadcast from Marquette Hall to become the first radio station on-the-air in New Orleans. Thus WWL, which is owned and operated by Loyola University, was born. WWL-TV was formed in 1957 and FM radio was added in 1969. The AM and FM operations are affiliated with CBS. The income from WWL, over and above normal operating expenses and capital improvements, goes entirely to the university for operating expenses.

Graduate programs leading to a master of arts degree were offered as early as 1868 by the forerunner colleges of Loyola University. However, the Jesuits have always concentrated on undergraduate and professional education as is the case at Loyola today. The current organization of graduate studies was established in 1971.

Today Loyola is the largest Catholic university south of St. Louis in an area extending from Arizona to Florida. It is open to students of all faiths.



Loyola University has fully supported and fostered in its educational programs, admissions, employment practices and in the activities it operates the policy of not discriminating on the basis of race, color, creed, national origin or sex. Title VI of the Civil Rights Act of 1964, 42 USC 2000d, and Title IX of the Educational Amendments of 1972, 20 USC 1681, 1682 and 45 CFR, Part 86 prohibit such discrimination. Inquiries concerning Title IX's sex discrimination regulations may be referred to Dennis L. Rousseau, School of Law, Loyola University, 6363 St. Charles Avenue, New Orleans, LA 70118, (504/865-2270) or the Director of the Office for Civil Rights.

ACADEMIC CALENDAR

FOR GRADUATE STUDIES

SUMMER SESSIONS 1977

June

- 1 Wednesday Registration for first session — day
- 2 Thursday Late registration for all colleges
- 2 Thursday Classes begin
- 6 Monday Last day for late registration and
for adding courses
- 22 Wednesday Last day in first session to apply
for graduation in August 1977
- 24 Friday Last day to withdraw from a course
in first session

July

- 4 Monday University holiday
- 7 Thursday All Final examinations
- 8 Friday Registration for second session — day
- 11 Monday Classes begin
- 11 Monday Late registration for all colleges
- 15 Friday Last day for late registration and
for adding courses
- 15 Friday Last day in second session to apply
for graduation in August 1977

August

- 4 Thursday Last day to withdraw from a course
- 12 Friday All final examinations

FALL SEMESTER 1977

August

- 18 Thursday New students arrive
- 22 Monday Registration for graduate students
- 24 Wednesday Classes begin for graduate students
- 25-26 Thursday-Friday Late registration
- 25-31 Thursday-Wednesday Period to add courses, drop courses,
change to full-time status, change to audit,
and change to pass-fail

September

- 5 Monday Labor Day holiday

October

- 4-12 Tuesday-Wednesday Mid-term period
- 17 Monday Octoberfest holiday for graduate students
- 21 Friday Last day to withdraw from a course
with a W grade

November

- 1 Tuesday..... All Saint's Day holiday
23 Wednesday Thanksgiving holidays begin for
graduate students
28 Monday..... Classes resume
28-30 Monday-Wednesday..... Early registration for Spring 1978

December

- 1 Thursday..... Last day to petition for a WP or WF
1-2 Thursday-Friday..... Early registration for Spring 1978
continues for day students
8 Thursday Immaculate Conception holiday for
graduate students
9 Friday..... Last day of daytime classes
12-17 Monday-Saturday..... Final examinations for students
in day classes
19 Monday..... Final grades from faculty due
in dean's office

SPRING SEMESTER 1978**January**

- 11 Wednesday New students arrive
12 Thursday Registration for graduate students
16 Monday..... Classes begin
16-17 Monday-Tuesday Late registration
16-20 Monday-Friday Period to add courses, drop courses,
change to full-time status, change to audit,
and change to pass-fail
30 Monday..... Last day for graduate students to apply
for graduation in May 1978

February

- 6-8 Monday-Wednesday Mardi Gras holidays

March

- 1-8 Wednesday-Wednesday Mid-term period
17 Friday..... Last day to withdraw from a course
with a W grade
22 Wednesday Easter holidays begin for graduate students
28 Tuesday..... Classes resume

April

- 24-26 Monday-Wednesday Early registration for summer session
and fall semester 1978
27-28 Thursday-Friday..... Early registration for summer session
and fall semester 1978 continues for day students
27 Thursday Last day to petition for a WP or WF

May

- 3 Wednesday Last day of daytime classes
4 Thursday Ascension Day holiday

- 5-10 Friday-Wednesday.....Final examinations for students
in day classes
9 Tuesday.....Graduating seniors grades due
15 Monday.....Baccalaureate Mass
16 Tuesday..... Commencement for A&S, Business Administration,
City College, Music, and graduate students
22 Monday..... Final grades from faculty due
in dean's office

SUMMER SESSIONS 1978

Consult Summer Session Bulletin to be published in March 1978 for dates

FALL SEMESTER 1978

August

- 17 Thursday.....New students arrive
21 Monday.....Registration for graduate students
23 Wednesday..... Classes begin for graduate students
24-25 Thursday-Friday.....Late registration
24-30 Thursday-Wednesday.....Period to add courses, drop courses,
change to full-time status, change to audit,
and change to pass-fail

September

- 4 Monday.....Labor Day holiday

October

- 2 Monday.....Octoberfest holiday
3-11 Tuesday-Wednesday.....Mid-term period
20 Friday.....Last day to withdraw from a course
with a W grade

November

- 1 Wednesday.....All Saint's Day holiday
22 Wednesday.....Thanksgiving holidays begin
for graduate students
27 Monday.....Classes resume
27-30 Monday-Thursday.....Early registration for Spring 1979

December

- 1 Friday.....Last day to petition for a WP or WF
1 Friday.....Early registration for Spring 1979
continues for day students
7 Thursday.....Last day of daytime classes
8 Friday.....Immaculate Conception holiday
for graduate students
9-15 Saturday-Friday.....Final examinations for students
in day classes
18 Monday.....Final grades from faculty due in
dean's office

29 Monday..... Last day for Graduate students
to apply for graduation in May 1979

February

26-28 Monday-Wednesday.....Mardi Gras holidays

March

1-8 Tuesday-Tuesday Mid-term period

April

11 WednesdayEaster holidays begin for
graduate students

17 Tuesday..... Classes resume

17 Tuesday.....Last day to withdraw from a course
with a W grade

23-27 Monday-Friday Early registration for summer session
and fall semester 1979

27 Friday.....Last day to petition for a WP or WF

May

3 ThursdayLast day of daytime classes

4 Friday..... Quiet Day (day students only)

5-11 Saturday-Friday.....Final examinations for students
in day classes

9 WednesdayGraduating seniors grades due

14 Monday.....Baccalaureate Mass

15 Tuesday..... Commencement for A&S, Business Administration,
City College, Music, and Graduate students

21 Monday..... Final grades from faculty due
in dean's office



GRADUATE STUDIES

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